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AN EXPLORATORY ANALYSIS OF THE ROLES AND ROLE CONFLICTS OF VOCATIONAL TEACHERS IN OKLAHOMA. FINAL REPORT.

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DESCRIPTORS- *VOCATIONAL EDUCATION TEACHERS, *ROLE THEORY, *TEACHER ATTITUDES, STUDENT ATTITUDES, PARENT ATTITUDES, ADMINISTRATOR ATTITUDES, *ROLE CONFLICT, *TEACHER ROLE, JOB SATISFACTION, TEACHER RESPONSIBILITY, TEACHER CHARACTERISTICS, LITERATURE REVIEWS, OKLAHOMA,

THE OBJECTIVES OF THIS STUDY WERE TO (1) DEPICT THE ROLE OF VOCATIONAL AGRICULTURE, TRADE AND INDUSTRIAL, DISTRIBUTIVE EDUCATION, AND TECHNICAL EDUCATION TEACHERS IN OKLAHOMA, (2) ASSESS THE POTENTIAL FOR ROLE CONFLICT ASSOCIATED WITH THEIR ACTIVITIES, AND (3) OPERATIONALIZE ROLE THEORY AS AN APPROACH FOR INVESTIGATING EDUCATIONAL PROBLEMS. INSTRUMENTS WERE DEVELOPED FOR ASSESSING THE ATTRIBUTES AND EXTENT OF JOB SATISFACTION OF VOCATIONAL TEACHERS, THE ACTIVITY COGNITIONS (WHAT THE TEACHER SAYS HE DOES AND WHAT THE EVALUATORS PERCEIVE HE ACTUALLY DOES) AND NORMATIVE EXPECTATIONS (WHAT THE TEACHER AND EVALUATORS PERCEIVE HE SHOULD DO) OF THE TEACHER AND THE ASCRIPTION OF LEGITIMACY BY THE TEACHERS TO GROUPS WHICH THEY FEEL HAVE A RIGHT TO HOLD EXPECTATIONS CONCERNING WHAT VOCATIONAL TEACHERS DO. MATERIAL SECURED BY GROUP INTERVIEW SESSIONS FROM OVER 1,500 RESPONDENTS, INCLUDING APPROXIMATELY 250 VOCATIONAL TEACHERS, FROM A STRATIFIED RANDOM SAMPLE OF 87 SCHOOLS WAS ANALYZED. SUBSTANTIAL DIFFERENCES IN ATTRIBUTES BETWEEN TEACHERS IN DIFFERENT FIELDS OF VOCATIONAL EDUCATION WERE FOUND, BUT TRADE AND INDUSTRIAL TEACHERS ESPECIALLY HAD CHARACTERISTICS WHICH TENDED TO SET THEM APART. JOB SATISFACTION APPEARED TO BE HIGHEST FOR DISTRIBUTIVE EDUCATION AND LOWEST FOR TECHNICAL EDUCATION TEACHERS. SIGNIFICANT DISPARITIES EXISTED BETWEEN THE FOUR TYPES OF VOCATIONAL TEACHERS, VOCATIONAL AND NONVOCATIONAL STUDENTS, PARENTS, COUNSELORS, NONVOCATIONAL TEACHERS, AND ADMINISTRATORS ON EXPECTATIONS AS TO WHAT THE TEACHERS DO AND SHOULD DO IN RELATION TO 70 SPECIFIED ACTIVITIES. ROLE CONFLICT APPEARED TO BE SUBSTANTIAL BUT NOT EXCESSIVE. THE TEACHERS USUALLY ASCRIBED THE RIGHT TO HOLD EXPECTATIONS OF THEIR ACTIVITIES TO LOCAL ADMINISTRATORS AND STATE BOARD PERSONNEL ONLY. THE CONCEPT OF ROLE CAN BE OPERATIONALIZED, AND THE RESULTS OF STUDIES OF THIS TYPE CAN BE TRANSLATED INTO MEANINGFUL ACTION. A BIBLIOGRAPHY, SAMPLES OF THE INSTRUMENTS, AND DATA ARE INCLUDED. (MM)

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Project No. 5-0095
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Solomon Sutker, John C. Egermeier, and J. Paschal Twyman
with the assistance of
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CHAPTER I: INTRODUCTION

In this chapter, attention is given to the nature and background of the problem investigated, and to a review of related research literature. The development of role theory as a framework for research on educational problems is emphasized. In the latter portion of the chapter, the purposes, hypotheses, and model for this study are presented. Four general research questions and seven research hypostheses which serve as a core for the study are stated on pages 24 to 27.

Problem, Background, and Review of Related Research

This study is an empirical investigation of the roles and potential for role conflict of selected categories of vocational teachers in a stratified sample of secondary schools in Oklahoma. Educators, employers, and concerned lay groups increasingly are evaluating the problems of vocational education and the estimations vocational teachers make regarding what their proper functions are and should be.

The basic question arises as to the extent there seems to be consensus or disagreement of the vocational teachers among themselves and with what sociologists label as potentially "significant others" concerning what are and what should be the proper activities of vocational teachers. The "significant others" emphasized in this study include such persons directly involved in the daily functions of the school as administrators, non-vocational teachers, counselors, vocational students, non-vocational students, and parents. Other categories of persons involved in this research project, but considered less directly because of problems of methodology, are State Board for Vocational Education personnel, local school board members, employers and potential employers of vocational students, and interested community groups.

The project is designed to provide for teachers and others in the field of vocational education a better picture of how vocational teachers perceive what they do and what they should do as the extent to which their activities, real and ideal, are understood by others in the same manner as the teachers see them. Such knowledge may assist vocational educators in planning more adequately and particularly in deciding what types of activities may need modification and what areas need better understanding by interested persons other than the vocational teachers themselves.

Another sphere with which this study is concerned is to attempt an addition to our knowledge of role theory so as to enable its use as a heuristic device in analyzing a practical problem. The premise is that sound theory can be applied to the understanding of real life situations and does not have to exist as an abstract entity in itself. From a study of the roles and role conflicts of vocational teachers, there can be theoretical along with substantive gains. The remainder of this section of the report will consider the role concept generally and will review pertinent work on this and related concepts, with particular emphasis on research that has been done on the teacher role, especially that of the vocational teacher.

THE ROLE CONCEPT

The concept of role has received a great deal of theoretical and empirical attention over the last thirty years. The early literature relating to role was primarily theoretical, with empirical studies during this period being mainly of a descriptive type. In the last decade the empirical emphasis has shifted to statistical analyses of role, with such statistical analyses appearing at an increasing rate.

A vast literature has accumulated on the content and nature of different kinds of roles (such as the foreman, friend, wife-mother, husband-father, leader, to name a few). Roles range from those which are amorphous and vaguely defined to those which are highly institutionalized. Yet it is curious that a precisely defined and agreed upon concept of role does not exist in social science literature. Definitions contain a variety of concepts which are not standardized. Many times a common term related to defining role, such as status, which runs throughout the literature is given different conceptual meanings or many terms are coined which carry the same meaning. Thus, although the use of role and role-related concepts is firmly entrenched in sociological writing, as Neiman and Hughes concluded, they are vague, nebulous, and non-definitive and are or tend to be _ad hoc_ explanations of human behavior (58, p. 141).

The real value of the role concept at present is that it serves as an organizing concept in much the same way that attitude does. It enables the analyst to make connections between and explain diverse behaviors in changing situations in terms of a single multi-dimensional variable. It may be treated as an hypothetical intervening variable (in the independent-intervening-dependent variable framework). The role concept cannot be anchored directly on the empirical level but only on the antecedent and consequent sides to empirical phenomena. It is anchored on the antecedent side by other more precisely defined concepts such as position, norm, etc. and on the consequent side by role performance and activity cognition. Thus the content of a specific role is measured by determining various kinds of prescriptions which comprise a role and the effects of such prescriptions are determined by measuring role performance.

In role analyses, the focus of attention is placed on a complex, relatively stable behavioral concept which can be defined in terms of various systems, such as the personality system, the social system, and the cultural system. Role definitions may be grouped under a variety of types of classifications depending on the analytical interests of the persons making the classification. One such classification has been proposed by Gross and his associates (36; Chapter 2). These authors categorize definitions of role under four headings: role as overt behavior, role as "normative culture patterns", role as residing in a self-other context, and role as the orientation of an actor. For the purposes of the present study, it is sufficient to discuss briefly three major traditions in which role analyses have been cast. These traditions closely coincide with the above classification system and vary according to the predominant level of system-reference at which the analysis is centered:

a. the cultural level and the anthropological tradition

b. the social system level and the sociological tradition

c. the individual-group level and the social psychological tradition.

Ralph Linton and the Anthropological Tradition

The classical definitions of and distinction between status and role were formulated in 1936 by Ralph Linton. According to Linton, a social system is cultural in that it is an organization of learned behaviors which are shared and transmitted, "the sum total of the ideal patterns which control the reciprocal behavior between individuals and between the individual and society" (49, p. 105). Ideal patterns which make up the essence of a social system are reduced to individual terms through organization into statuses. A status Linton defines as a collection of rights and duties. When the individual puts rights and duties stemming from a particular status into action, he is performing a role--the dynamic behavioral counterpart of status. Status and role are "models for organizing the attitudes and behaviors of the individual so that these will be congruent with those of the other individuals participating in the expression of the pattern" (49,p. 114).

Numerous other writers have followed Linton's distinction in its essentials. Gross states:

> How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call this his role. The role, then, is the manner in which a person actually carries out the requirements of his positions. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of the position itself (35, p. 14).

Kingsley Davis refines Linton's definition of status even more by differentiating status, which designates a position in a general institutional system that has evolved spontaneously, from office, which designates a position in a deliberately created organization. Using Linton's ascribed-achieved classification, Davis says offices are primarily achieved while statuses are much more often ascribed (27, p. 88).

The distinguishing feature of definitions in the tradition of Linton is the emphasis on cultural patterns and configurations which are organized into statuses. Role analyses here focuses on kinship systems, sex roles, and broad institutionalized roles within a society.

Social System Theory and the Sociological Tradition

Obviously, much social interaction has a considerable degree of role character, particularly that which occurs in institutionalized settings. As Goode states:

> The widespread notion that institutions are made up of roles is fruitful because it links a somewhat more easily observable phenomenon, social behavior, to an important but less easily observable abstraction, social structure. In functionalist terms, this notion also links the observed acts and inferred values of the individual with the institutional imperatives or requisities of society. At the same time, by focusing on the elements in the individual's action decision, it avoids the pitfall of supposing that people carry out their obligations because these are "functional" for the society. (32, p. 484).

At the social system level, organizational units consisting of normative and expectational components are embodied in status-role bundles, fundamental units of social structure. The primary units into which the system is analyzed are role-statuses or positions and the activities appropriate to them. The most important element in status-roles and institutions are social norms. An illustrative definition of role made in the social system tradition is that of Parsons:

> A role - - - - is a sector of the total orientation system of an individual which is organized about expectations in relation to a particular interaction context. (62, p. 38).

Parsons deals with relational role-expectation patterns in terms of what he calls "pattern variables' which define role situations. These are affectivity versus affective neutrality, self-orientation versus collectivity-orientation, universalism versus particularism, quality versus performance, and specificity versus diffuseness.

Bales, who has worked closely with Parson, has isolated two role complexes which appear to emerge in the role differentiation process in small groups (3). These roles polarize around the instrumental-expressive problem axis so that in every group there is the appearance of task roles and social roles. Task roles form around instrumental problems, and the task leader tends to rate high on activity and task-ability dimensions but less high on likeability. Social roles center around expressive and socio-emotional problems, and a social specialist scores high on likeability but less high on task-ability.

Another approach to role in social system terms is that of Oeser and Harary. These authors propose a mathematical system (graph theory) for charting role structures. They define role, not with reference to individual personalities, but with reference "to positions within a structural system that includes persons, positions and tasks" (61, p. 94). By persons is meant a set of attributes, not real people as entities.

In broad perspective, role analyses cast in terms of social system theory have focused on systems of linkages, such as patterns of value orientation, prescriptions and content of roles, role differentiation, specialization and division of labor, status-sets and sequences, and structural strains in roles. Definitions of role in this tradition imply a structural model.

George H. Mead and the Social-Psychological Tradition

Early interactionists such as Mead and Cooley dealt with role in a self-other context and in terms of the processual "how" of individual performance within a role. Nowhere in Mead's writings is an explicit definition of role offered since his theory is geared to role behavior in the moment of action rather than to frozen actional systems. Mead's greatest contributions to the area of role stem from his theorizing on social acts, the formation of the self, the "I" and the "me", and socialization; and his discussion of the processes of role-playing, role-taking, and playing at a role (53). Role-playing refers to behavioral execution of a role. In contrast, role-taking refers to the symbolic process whereby an individual projects himself into the role of another, viewing himself from this other's eyes. Playing at a role is role-taking on an elementary level as when children act out some role such as mother. According to Turner,

> role taking in its most general form is a process of looking at or anticipating another's behavior by viewing it in the context of a role imputed to that other (82, p. 326).

Role-taking may proceed from identifying a position, inferring a role and in this manner anticipating behavior. As such, role-taking is an adjunct to application of an actor's own role in a given situation.

Another individual who did much to extend the usefulness of the role concept in a social-psychological framework was Moreno via the psychodrama, sociodrama, and his theory of tele-relationships. "The genesis of roles goes through two stages, role-perception and role enactment" (56, p. 81). Yablonsky, following Moreno, states that the fundamental processes which are integral to an operational theory of role are role-warm-up, spontaneity, and creativity (87, p. 349). Two additional representative social-psychological definitions of role are those of Goode and Sargent. Goode states that a role is "a set of mutual expectations of behavior between two or more actors, with reference to a particular situation" (33, p. 249). According to Sargent,

> a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group (69, p. 360).

Of central importance is how the organism perceives the situation and performs a role. Frequent use is made of such terms as presentation, acquisition, imitation, identification, and role attitude. These concepts may be contrasted with those of position, network, and status-role bundle which are more often used by those who adopt a structural model in role analysis. The emphasis is on the individual and subjective aspect of role rather than on structure which represents the collective and objective aspect of role and status.

Cutting across the emphases reviewed thus far, it can be seen that roles contain elements of social, personal, and situational determination. On the one hand, the role concept is used to isolate stable units of social structure. At the same time, roles can only be performed by individuals who perceive and learn role prescriptions through interaction and socialization. As Sarbin says, in a sense role is an interdisciplinary concept

> in that its variables are drawn from studies of culture, society, and personality. The broad conceptual units of the theory are role, the unit of culture; position, the unity of society; and self, the unit of personality (68, p. 223).

The excellent potentiality of role as an integrative concept in social theory lies in the fact that it can be a valuable tool in bridging the gap between sociological theorizing and psychological theorizing. Parsons, in his general theory of action, develops a role concept which points to this potential inasmuch as he uses it to link the personality and social system. This approach serves as a useful tool in formulating propositions which can be incorporated into organizational theory, small group theory, and theories of social processes.

The foregoing discussion of traditions employed in role analyses has not presented a series of demonstrated propositions or a theory. The concept of role and role-related concepts provide social scientists with a means of looking at human behavior. From these traditions, different propositional entities emerge. It is hardly surprising that these concepts which tie together so many facets of social life present numerous difficulties to those building theory or trying to conduct research in terms of the concepts. The promise of role and role-related concepts is that they help explain how and why individual members of groups do the things they do, inform us about the nature and interactional processes of social groups and collectivities, and direct attention toward certain key relationships or aspects of behavior not immediately observable.

A SYSTEM OF ROLE CONSTRUCTS

This study attempts an integrated system of role constructs which comprises the theoretical orientation used for studying the role and role conflicts of vocational education teachers in Oklahoma. No effort has been made to include all aspects of role theory as it has been used both theoretically and empirically by various persons who have worked or are working in the area. Only those constructs are considered which constitute the basic operational and theoretical tools of the research reported herein. First, appropriate definitions are given.

Social Position

A position is defined as the "location of an actor or class of actors in a system of social relationships" (36, p. 67). Position is another label for what has often been called status. It is distinguished from the latter in that it does not have to imply differential ranking by characteristics defining a particular ranking continuum while status does carry the connotation of differential ranking. In addition, the concepts of position or status and role are often represented by the use of one term, either position or role. When this is done, one of the concepts generally assumes the other, and it becomes a matter of convenience to combine them.

Focal position will be used to refer to the location of an actor or class of actors who constitute the pivotal point in a role analysis. In this study, the focal position is that of several types of vocational education teachers. Counter-position refers to the location of an actor or class of actors who are connected with the focal position by relations existing between them. The corresponding role attached to a focal position is a focal role; the corresponding role attached to a counter-position is termed a counter-role. Multiple elements of relational specification constitute a role-set, or "the complement of role relationships which an actor has by virtue of occupying a social position"(54, p. 369).

Important counter-positions connected with the position of vocational education teacher are administrator, state supervisor, non-vocational teacher, parent, student, etc. From this listing it may be seen that some of these counter-positions are such by virtue of their inclusion within the boundary of the school system. Other counter-positions exist outside the formal boundary of the school system in that they do not occupy positions within the school itself. Thus, parents become counter-positions because their children occupy a specific position within the school, yet parents are not located in a definitive position in the formal school system.

The concept of position is that of an actor or class of actors who behave and are treated uniquely and who are differentiated from others on the basis of those behaviors. It is often difficult to separate position from the types of relationships which define it. No position exists in a vacuum but necessarily is located by its relation to other positions in a patterned system. In formal organizations such as the school, each position is denoted by a name or label. The totality of positions constitutes the structural parts of the organization. As Newcomb states;

> societies and organized groups are structures of positions which are organized to reach certain goals. Since every position is a part of an inclusive system of positions, no one position has any meaning apart from the other positions to which it is related (59, p. 277).

The difficulty of making an analytical distinction between the constructs of position and role stems, at least partly, from the fact that a position obtains significance from norms and expectations or the role attached to a position. The concept of position as used here refers only to locations and not to norms and expectations by means of which it is described. These descriptive components, norms, make up the role attached to that position.

Role

Earlier, a number of types of general conceptualizations of the role construct were covered. As Gross noted, most conceptualizations include at least three basic ideas in their definitions of role or the elaborations thereof. These are that individuals in social positions behave with reference to norms and expectations held by relevant others and by themselves (36, p. 17). As defined here, a role consists of groupings of norms and expectations held by an actor in a focal position and actors in appropriate counter-positions which set prescriptions for the behavior and attributes of that actor with reference to various types of situations. A role consists of norms and expectations (a) defining a variety of activities to be carried out, and (b) defining reciprocal relationships of an actor in an organizational unit with other members of that or other units relevant to principal tasks, problems, and goals.

Normative components applied undifferentially to any incumbent in a given position comprise the social dimension of a role. These patterns are standardized and impersonal. Normatively specified rights and obligations remain essentially the same regardless of who "plays the part." Other normative components grow up around and are applied to a specific actor occupying a position. This aspect of role is the personal dimension and is based upon norms which are established through interaction with a particular actor in a position. The personal dimension of role revolves around an actor's peculiar personality, attributes and the particular situation in which he behaves. Although both these dimensions of role are obviously important determinants of an actor's behavior, the focus of the present study is on the social dimension.

It is evident that behavior which takes place in a role context is always affected by a number of factors other than the "formal" or social role elements. As Sargent points out, "roles have ingredients of cultural, of personal, and of situational determination" (69, p. 359). The locus of the definition used here is cultural but this does not in any way imply that personal and situational factors are unimportant in regulating role performance.

Defining role in these terms precludes a conception of role as actual behavior. Actual behavior performed within a role context and apprehended through direct observation may be treated via the separate concept of role performance. As thus defined, an analysis of actual role performance will be excluded from the present study. However, data were obtained on activity cognitions, cognitions relating to actual role behavior or role performance of the vocational teacher. But it cannot be assumed that there is a one-to-one correspondence between activity cognitions and role performances, and because of this, a clear distinction must be maintained between the two.

Following Biddle, Twyman, and Rankin, a useful distinction can be made between levels of role statements, one dimension involved in role theory (12, pp. 7-8). Role statements at the real world level refer to people, their physical characteristics, and actual patterns of behavior. How an actor actually behaves, his role performance, and the actual attributes he possesses as an occupant of a social position are real world events. Such real world events are distinguished from the norms prescribing how an actor is supposed to behave. At the empirical level, actual behaviors or attributes can only be mapped by direct observation.

Contrasted to this first class of statements is a second class of statements in role theory which refers to cognition maintained by actors about real world events. Events at the cognitive level are not visible in the sense that the real world is visible. They are abstractions dealing with incidence-oriented and value-oriented mapping structures presumed to be maintained by an actor. Normative expectations and activity cognitions to be introduced later for use in the present study. are first-order cognitions which are modeled after real world events. A third class of statements, second-order cognitions, can also be distinguished. Statements at this level as well as those at the real world level are not included in the present analysis.

REFERENCE GROUP THEORY

Like role theory, the formulation of reference group theory arose because of the need to relate the individual to components of the social structure, its groups, associations, organizations, communities and cultural systems. As Merton and Kitt state, the aim of reference group theory is:

> to systematize the determinants and consequences of those processes of evaluation and self-appraisal in which the individual takes the values or standards of other individuals and groups as a comparative frame of reference (55, p. 432).

Although the construct is only a little over two decades old, it had had a lively history. Because of the generality of its usage and differing interpretations of its meaning, there exists the danger that it will come to be used to explain anything and everything concerning social relationships. The underlying conceptualization of reference group is not new but closely related to the idea of "significant other" first introduced by George H. Mead and made central in symbolic interaction theory (47, p. 11). While leading sociological exponents of the concept have claimed it belongs to the realm of sociological theory (54, p. 281), psychologists have argued that the construct is a psychological designation defined in terms of individual-group relatedness from the standpoint of the individual (73). In any case, the reference group construct has been utilized fruitfully to link an actor to given groups in society whose particular normative structures act as important determinants of his behavior.

Numerous definitions of reference group have been proposed; Shibutani has incorporated the most frequently designated meanings in his construction of a three fold typology of reference groups: (a) those groups which serve as reference points by an actor making comparisons, (b) those groups to which an actor aspires to belong or strives to maintain acceptance in, and (c) those groups whose perspectives constitute the frame of reference for an actor (74, 75).

It is this third definition of reference group which has particular relevance for the current study. Because of the peculiar nature of the job of vocational education teacher, numerous groups can and do hold diverse expectations for behaviors and attributes of this type of teacher. Which of these norms and expectations vocational teachers feel are legitimate and/or pay heed to may be due largely to the perspectives of the groups they adopt psychologically, If the teacher simultaneously identifies himself with two or more of these groups who hold contradictory norms for his behavior, he is likely to experience role conflict.

In discussing reference groups as perspectives, Shibutani says:

> Each person acts on the basis of his definition of the situation. He categorizes the transaction in which he is involved, locates himself within it, and thereby decides upon his obligations. . . . The concept reference group may be used to designate that group, real or imaginary, whose standpoint is being used as the frame of reference by the actor. . . . A reference group. . is any identifiable group whose perspective is used by the actor as a frame of reference in the organization of his perceptual field (75, pp. 250-258).

One implication of this definition is that the group taken as a reference group need not necessarily have some immediate control over the individual to affect perceptual structuring. It is in this connection that whether or not the vocational teacher perceives expectations about his behaviors as legitimate can tell us something about his reference group orientations and those groups, of the many holding expectations about his behavior, to which he is most likely to conform. Inferring reference group orientation from the vocational teachers' preception of legitimacy of expectations allows us to "get inside" the actor and view the situation of role prescriptions from his standpoint. The reference group construct used in terms of adopting a perspective becomes useful to indicate the actor's psychological relatedness in given contexts and to explain role performance and role conflict.

Positive and Negative Reference Groups

Of the groups holding expectations for the behaviors of vocational teachers, some may be membership groups for him while others will be non-membership groups. Going beyond the membership-non-membership criterion, Newcomb has distinguished between positive and negative reference groups (59). A positive reference group is one in which an actor is motivated to gain or maintain membership and adhere to group standards and norms as a basis for self-appraisal. Thus, when vocational teachers perceive a particular collectivity of counter-roles as having a legitimate right to maintain standards for their behavior, it may be that the counter-role acts as a positive reference group for the vocational teachers.

Newcomb defines a negative reference group as one which an actor is motivated to oppose group norms, and more importantly, to form counter-norms. Because of some singular differences between job orientations of vocational teacher's dual authority relationship with the state board and local administration, it is possible that norms and expectations which are personally and socially functional may be repudiated because they are identified with one of these groups as a negative reference group (54, p. 301).

A positive or negative reference group orientation may give rise to two types of functions. . . a normative one and a comparative one (45, pp. 410-414). The normative type serves to set and maintain values for the individual while the comparative type provides a frame of reference or perspective relative to which an actor evaluates himself and others. But as Merton says, "The two types are only analytically distinct since the same reference group can serve both functions." (54, p. 284). To the extent that reference group theory is employed in the present analysis, the concept of normative function will be most often used because the focus is on normative and expectational role components of the vocational education teacher role.

Dual or Multiple Allegiance and Reference Groups

The concept of dual or multiple allegiance can be used to illustrate at least one dimension involved in reference group orientation, and it aptly demonstrates the utility of employing a concept such as reference group in role analysis. Dual allegiance is defined as the ability of an actor to achieve equal or nearly equal loyalty to two or more conflicting groups that are simultaneously striving for total commitment of an actor (64). If an actor achieves dual allegiance, he must necessarily be taking the two or more groups involved as reference groups. That dual allegiance is prevalent among workers in industry has been shown by Purcell (67) and Whyte (85). Purcell found that dual allegiance was not only prevalent among workers but that the greatest individual satisfaction came only through allegiance to both management and union.

The vocational teacher moves in a situation not unlike that of the worker in industry. On the one hand, he is responsible to his local administrators as are all teachers in the school system. But, unlike non-vocational teachers, he is also responsible to the demands placed upon him by personnel of the state office for vocational education. The question may be asked: "If occupants of these two counter positions hold conflicting norms for behavior of the vocational teacher, will his allegiance be dual or divided?" If his allegiance is found to be dual in nature, this indicates that both groups may function as positive reference groups for him.

REVIEW OF ROLE RESEARCH ON VOCATIONAL TEACHERS

Few systematic, comprehensive studies have been made of either role consensus or role conflicts for vocational education teachers. Only three empirical studies have been found which attempt to deal with the actual versus the ideal role of the vocational education teacher (8, 9, and 51). There have appeared a number of informal descriptive analyses of what vocational education teachers, particularly vocational agriculture teachers, should strive to achieve (38), and what areas they should become more competent in as a means of improving technical training in secondary school systems (4, 21). More specific codes outlining elements and prescriptions on how the vocational education teacher can maintain good relationships with some category of individuals such as administrators have also been proposed (65, 79). Even more remote to role studies are the articles discussing proposed or actual certification requirements, teaching methods, and personal qualifications of vocational teachers.

Of the few empirical studies done, most have been directed to the assessment of general competence and appraisal of vocational education teachers by those with counter-roles. Bailey (2) had administrators rate vocational agriculture teachers on eleven areas of competency. He found that, generally, higher ratings were received by those teachers with more experience and education. In a study by Basinger (5), superintendents rated vocational agriculture teachers in four areas of general appraisal and ten areas of teaching competence. These ratings were used to point out strengths and weaknesses of teachers in the various areas. Wingen (86) investigated attitudes of parents toward vocational agriculture teachers to determine whether parents thought these teachers were doing an acceptable job. Calhoun and Watson (17) asked Jr. and Sr. High School vocational agriculture students what they liked and disliked about their agriculture teachers.

Another group of studies has centered on teacher morale, job satisfaction, and opportunities for advancement within the area of vocational teaching. In a study on morale, Rempel and Bentley (66) administered the Purdue Teacher Morale Inventory and Personal Data Form to all vocational teachers in Indiana. In general, they found that education, experience, and salary were the most influential factors related to morale. Lamberth (48) studied the reasons vocational agriculture teachers leave the teaching profession. An important finding to emerge from this study, particularly in terms of role analysis, was that the third most frequent reason given by the vocational education teacher for leaving was lack of understanding on the part of their school administrators.

As can be seen, none of the above studies could qualify as systematic attempts to chart role elements and potential role conflicts of vocational teachers. Rather, they all focus on actual behaviors of vocational teachers or on ratings of teacher effectiveness made by other individuals. Although a few more systematic studies, to be covered below, have been made of the vocational agriculture teacher, there is still a paucity of research in any of the other areas of vocational education insofar as role analyses are concerned.

A comprehensive study by Nix (60) described and analyzed the general value orientation and structural stresses which are involved within and what is conceived as being the several roles of the vocational agriculture teacher. Data from twenty-seven four hour interviews with vocational agriculture teachers in three selected parishes in Louisiana were analyzed within a structural-functional framework employing Parsons' pattern variables and a model of behavioral causation in which social organization and social disorganization are conceived as being functions of three basic groups of factors. These factors were socio-cultural structure, situational factors and personality factors. At the socio-cultural level, the study focuses upon four types of role stresses: role conflict, role frustration, role inadequacy, and role superfluity along with certain other aspects of this occupational role including role fulfillment, role satisfaction, occupational problems, and occupational change.

Bible and McComas (9), adopting Gross's approach, analyzed role expectations and role performances of vocational agriculture teachers in Ohio as perceived by thirty teachers and their school administrators. Both teachers and administrators were rated in terms of effectiveness according to selected criteria. It was found that teachers rated "higher" in effectiveness and their school administrators had greater agreement on role expectations than on role performance for the teacher's role.

Mayo (51), using the same approach, collected data from 26 teachers of Vocational Agriculture in North Carolina to examine the position of Vocational Agriculture teachers in terms of the source, direction, and intensity of expectations relative to developing and sustaining the formal organizations through which their educational objectives were attained and to ascertain the correspondence between role performance and role expectations.

Bible and Brown (8) studied 170 county and advisory committeemen and 32 professional extension agents in Pennsylvania on role consensus and its relation to satisfaction for the county extension advisory committee role. As in the previously mentioned study, higher consensus was found on perception of role expectations than on perception of role performances.

One limitation of the four previous studies is that they have derived prescriptions making up the role of vocational agriculture teacher from either the teachers themselves or from the teachers and a single set of actors occupying a counter-position. This necessarily limits the comprehensiveness of the studies in terms of analyzing role elements by a variety of "significant others."

REVIEW OF ROLE RESEARCH ON OTHER TEACHERS

Few empirical studies employing a statistical orientation have been made to date on role conflicts of public school teachers. Most of these studies have had as their concern the cognitions held about public school teachers by persons holding a particular counter-position. A few have been concerned with cognitions held for teachers by individuals in several counter-positions. Norms for the behavior of teachers in general have been studied by Cook and Almack (22), Fishburn (29), and Jenkins and Lippitt (42). Cook and Almack studied teacher community participation and investigated norms for the behavior of public school teachers held by school board members, public school teachers and public school pupils. The items relating to teacher behavior in this study were selected upon the basis of an estimate of behaviors which were the object of community taboos. The study by Fishburn was concerned with norms held for the behavior of public school teachers by teachers and administrators and was based on behavioral areas selected from previous literature. Jenkins and Lippitt studied norms for the behavior of teachers as held by parents and public school pupils. Items for inclusion were secured by means of open-ended questions. Gross and Herriott (35) have examined the principal's role and a series of relationships between principals and their subordinates and superordinates and executive professional leadership. A study by Jordan (44) was concerned with norms for teacher traits as held by public school pupils, teachers, supervisors and patrons. Content area items for this study were selected on the basis of pilot study interviews and a survey of relevant literature. Norms for both teacher behaviors and traits were studied by Greenhoe (34) who collected data from school board members, lay persons, teachers and college students. Items were based primarily on pilot study interviews.

One study was found which dealt with both expectations and norms for teacher behaviors and traits. This was a national study conducted by Charters and Waples (19) and was concerned, on the one hand, with norms held by administrators for the traits of teachers in each of five classifications (senior high, junior high, intermediate, kindergarten-primary, and rural). A second phase of the study was concerned with both expectations and norms for the behavior of senior high, junior high, intermediate, kindergarten-primary, rural, and subject matter teachers as held by college students, public school teachers, professors, supervisors and principals. Most of these studies, based on cognitions for teachers or principals as held by more than one position, have been descriptive in nature and have not attempted to define operationally and analyze statistically the extent of agreement or disagreement among cognitions held.

The majority of teacher role studies have been based on cognitions held for teachers by members of only one position. Studies for which this holds include those dealing with norms for the behavior of teachers in general by Cowan (24), Davies (26), Koopman (46), and Tiedeman (81). The study by Cowan was based on items selected from previous literature in the field and the respondents were college instructors. Salient items were given by public school pupils in the form of responses to open-ended questions in the studies by Davies and Tiedeman. Community members were used as respondents in the Koopman study, with items being based on pilot study interviews and a review of related literature. Other studies, also based on data collected from a single position, include a number dealing with norms for both the behavior and traits of teachers in general. Included with this category are studies by Bird (14), Cobb (20), Dallolio (25), Haer (39), Smith (77), and Spears (73). The studies by Bird, Cobb and Dallolio were based on data collected from public high school pupils while that of Haer was based on data from community members; that of Smith on data collected from parents; and the study of Spears based on cognitions collected from college students. All of these studies except those of Cobb and Haer utilized items secured from open-ended responses. The method of choosing content area categories and items was not specified by Cobb and Haer. Two studies dealing with norms for teacher behaviors and traits were concerned, not with teachers in general, but with cognitions held for teacher sub-positions. Book (15) and Livingood (50) studied norms held by public school pupils for high school teachers. Items in the study by Book were secured by means of open-ended questions, while the method of choosing areas for study was not specified by Livingood.

Borg and Silvester (16) have proposed a scientific method for determining traits conducive to success in the principal role. Studies by Abbott (1) and Biddle, Twyman, and Rankin (13) have dealt with related aspects of the teacher role. Abbott investigated interpersonal relationships as influenced by an individual's values and his perception of other's values with application to the superintendent - school board relationship. Biddle and his associates have been interested in a more general relation between teacher roles and their influence on career decisions.

A few studies, based on data collected from one position, have been concerned with expectations for teachers in general. Biber and Lewis (7) studied the expectations of elementary pupils for public school teacher behaviors, using open-ended questions to elicit substantive content areas while McGill (52) and Richey and Fox (67) studied expectations for teacher traits as held by college students. Items were secured by means of open-ended questions in the study by McGill, while the method of choosing such areas was not specified in the study by Richey and Fox. Expectations for both teacher behaviors and traits were studied by Corey (23) and Johnson(43). Corey's findings were based on data collected from college students while respondents were high school pupils in the study by Johnson. Content areas were secured by means of open-ended questions in the study by Johnson, whereas the method of choosing areas for study was not specified in the study by Corey.

Only a few studies were found which dealt with both expectations and norms for public school teachers. Beale (6) studied norms and expectations held for the behavior of public school teachers by other teachers. Behavioral items were selected from pilot study interviews with teachers. Terrien (80) studied expectations and norms for both teacher behaviors and traits as held by members of the lay public. The basis for the selection of items was not specified.

Studies dealing explicitly with the problem of teacher role conflict include those of Getzels and Guba (31), Doyle (28) and Twyman and Biddle (83). The study by Getzels and Guba was concerned with discrepancies between what community members wanted the teacher to do as a teacher and what they wanted the teacher to do as a church member, family, member, voter, etc. This study identified conflicts experienced by teachers as a result of their multiple position occupancy, that is as teachers and community members. Behavioral content areas were selected upon the basis of previous interviews with other teachers. The study by Doyle was concerned with the divergence and convergence of norms for public school teacher behavior in school settings. Role conflicts were viewed in this research as stemming from single position occupancy, where conflicting norms for teacher behavior were held by relevant groups associating with the teacher. The basis of selection for items was not specified. Twyman and Biddle studied public school teachers in Kansas City to determine the extent of cognitive disagreement about the teacher's role as examined from the standpoint of four positions: teachers, parents, pupils, and school officials. Items for inclusion in this investigation were based on results from a series of pilot studies. In addition, a study by Hencley (40), was carried out to isolate types of administrator-reference group conflicts and to utilize these types in analyzing prevailing conflict patterns of superintendents. An extensive bibliography on role and role conflict may be found in a book by Biddle and Thomas (11). A review of literature on role conflict may be found in Biddle, Twyman, and Rankin (12).

Several general conclusions may be stated with regard to previous empirical investigations related to teacher role:

1. Most investigations have been oriented primarily toward empirical descriptions of cognitions related to teacher role, with less emphasis on any overall theoretical orientation.

2. Relatively few studies have dealt with more than one variety of cognition.

3. Most studies have been confined to an investigation of the cognitions of only one social position. It is clear that if teacher behavior is viewed as a function of cognitions held for teachers by members of various social positions, role studies must of necessity consider multiple sources of cognitions by selecting several counter-positions who typically interact with teachers in various ways.

4. Few investigations of the teacher "role" have considered the question of the "legitimacy" of cognitions held by incumbents of various counter-positions for teacher

behavior.

Purposes, Hypotheses, and Models of the Study

The research project has two prime purposes, one to show the role of the vocational education teacher in Oklahoma and the other to demonstrate in a measurable fashion the potential for role conflict which vocational teachers may face. The depiction of the vocational teacher role is secured (a) by presenting role attributes of the vocational teachers in the four fields studied largely in terms of their demographic characteristics and (b) by demonstrating liknesses and variations in activity cognitions and normative expectations of the vocational teacher and appropriate counter-roles, especially those rated as legitimate by the vocational education teachers. Similarities and differences for the activity cognitions and normative expectations are included with special breakdowns by community size, school size, and economic region. Also information is given on job satisfaction of vocational teachers, classified by a number of demographic factors.

The study focuses primarily on role conflict potential. Forms and varieties of conflict or the potential for role conflict of the vocational teacher are displayed through an emphasis on the extent of differences between the focal role and important counter-roles on activity cognitions and/or normative expectations. Whether the teacher (focal role) regards the counter-role occupant as having a right to expect vocational education teachers to engage in particular activities brings in a 'legitimacy' dimension. This concerns whether the vocational teacher does or does not invest particular counter-role expectations and cognitions with an aura of rightness, and, thus, increase the potential for role conflict. It also is assumed in this study that those vocational teachers having the least role conflict as they see it are likely to have the highest job satisfaction because they feel that they are doing their job properly and that significant others feel the same way.

Some general comments should be inserted concerning activity cognitions, normative expectations, legitimacy, and role conflict to clarify the ways in which these concepts are used in this research report. The focal role position, which in this study is the vocational education teacher, can be analyzed either with respect to what actors in that position should or ought to do and how they should interact with occupants of counter-positions (players of counter-roles) or with respect to what they actually do and how they actually interact with others. As was indicated earlier, several types of statements may be obtained in analyzing a role. The inclusiveness and extent of such role statements determine the degree to which a comprehensive analysis of a role can be made.

The three general classes of statements used to analyze the vocational teacher role in the present study are:

1. Activity cognitions
    a. What the player of a focal role states he actually does in relation to a given activity
    b. What players of selected counter-roles perceive that the players of a focal role actually do in relation to a given activity
2. Normative expectations
    a. What the player of a focal role perceives he should or ought to do in relation to a given activity
    b. What players of selected counter-roles think the players of a focal role should or ought to do in relation to a given activity
3. Legitimacy of activity cognitions
    a. Whether or not the players of a focal role feel the players of selected counter-roles have a right to hold some kind of expectations concerning various activities in which the players of the focal role engage

Obtaining these three classes of statements permits investigations of potential inter-role conflict and intra-role conflict by revealing disparities in cognitions existing between occupants of a focal position, between occupants of a single counter-position or multiple counter-positions, or between the focal position and counter-positions. These focuses are elaborated upon below.

Normative expectations represent generalizations concerning approved and disapproved modes of behavior for an actor. They generally encompass or specify a range of behaviors which is considered to be tolerable and/or intolerable in a given situational condition. This range varies from norm to norm in extent, specificity, and intensity of approval or disapproval attached to each point. Norms inevitably imply a certain amount of consensus among individuals since they are a group product and arise from interaction processes (11, pp. 33-34).

An activity cognition is a cognition maintained by an individual which consists of estimations about the incidence of an activity performed by occupants of a focal position, in this case, vocational education teachers. Unlike a norm, an activity cognition does not necessarily imply any consensus among individuals participating in the definition of a particular role. However, it is likely that estimations by various counter-roles concerning the extent to which vocational teachers perform a given activity will vary within a certain limit which is based upon and somehow related to the reality of the situation. To the degree that estimations have some correspondence to reality, there will be some consensus on activity cognitions. Expectations of this kind exhibit an anticipatory quality in that an actor holding an expectation established through repeated interactions in similar situations is able to anticipate what another actor will do, thereby facilitating his own behavior (70, p. 455). This anticipatory quality lessens the potential for friction and maximizes the potential for smooth interaction to ensue in a role context.

These conceptualizations involve the distinction between norm as essentially a sociological designation and expectation based on activity cognitions as a psychological one; that is, an individual may be aware of a norm without having internalized it but he must always hold an expectation, expectation being an internal factor in the psychological makeup of the actor. Thus, for example, an actor in a position who holds an expectancy compounded from relevant norms and activity cognitions will orient his own behavior in accord with that expectancy.

The extent, specificity, and range of a norm or the evaluation of incidence for a set of behaviors (activity cognition) may differ from counter-position to counter-position. Role relations between occupants in a focal position and even one counter-position involve numerous norms defining each actor's rights and obligations. The prioity and importance given to these role elements to some degree depend on their legitimacy as perceived by the different actors involved.

The notion of legitimacy becomes crucial when examining the behavior of an actor faced with incompatible norms. The assumption has been made that if a vocational teacher perceives that an actor in a counter-position has a right to hold some kind of standard concerning his behavior in a given situation, legitimacy is conferred on that standard. A legitimate standard is operationally defined as one which the occupant of a focal position feels actors in a counter position have a right to maintain concerning his behavior and/or attributes. As we have defined legitimacy, it is probable that when an actor in a focal position feels others have a right to expect him to behave in a certain manner, that actor's feeling is derived from and reinforced by institutionalized norms.

A role attribute is a relatively enduring physical, social, or personality characteristic of an actor. Attributes include physical characteristics such as age and sex as well as personality characteristics referable to "frozen" behavior patterns such as warmth, aggressiveness, and authoritarianism. It is characteristic of occupations that certain attributes are valued more than others, resulting in norms relating to preferred attributes. The concept of attribute is often not made theoretically explicit in role analyses, and many studies end up dealing almost entirely with this dimension at the empirical level. Examples are studies of leadership roles which end up analyzing leadership "traits" or of bureaucratic roles which end up dealing with the "bureaucratic personality." Data were not obtained here on cognitions related to attributes. However, information was gathered by means of personal data forms on a number of actual attributes of vocational teachers and of the six counter roles included in the sample.

Consensus or agreement among occupants of both focal and counter-positions on the norms applied to an occupant of a focal position should not be emphasized to the point of overshadowing elements of disagreement. In general, disagreement among positions on role prescriptions and problems that disagreement poses for an actor in a focal position have been treated under the rubric role conflict. As in definitions of role, there is also lack of agreement and lack of precise theoretical articulation in current conceptions of role conflict. Some authors define role conflict as cultural incompatibilities or inconsistencies existing between role elements as noted by an observer (37, 71). Incompatability is generally used to mean in this sense that fulfillment of one prescription obviates fulfillment of another simultaneously applied prescription. Other authors make the stipulation that role conflict occurs only when an actor perceives disparities in norms held by counter-roles and experiences felt difficulty in orienting his role performance (36). It also has been asserted that for role conflict to occur, these perceived incompatibilities must be seen as being legitimate (62, pp. 280-82). Additional difficulties issue from the fact that,

> the person or persons for whom problems are engendered by role conflict are often not made clear. Unusally the recipient of the conflict pressure is the member of a primary position towards which behavior is directed or for which norms and expectations are held by others. However, there are other cases in which conflict is generated out of norms or expectations held for one's own position, for the individual who holds simultaneously two different positions, or for the simple holder of norms or expectations for others. In addition, some discussions seem to emphasize the problems of role conflict for the institution, community or society, thus focusing upon dysfunctional group outcomes of disparate role elements (12, p. 31).

It is enough for our purposes here to cite only these few conceptual differences involved in the area of role conflict.

Referring to the two main kinds of definitions which have been cited, it might be asked: "To what extent can conflict be said to exist if one is utilizing the first kind of definition and charting incompatable elements of a role?" In actuality, can one indeed talk about role conflict at all within the framework of this type of definition?

It is at this point that a useful differentiation might be made between *actual role conflict* versus *potential for role conflict*. As used here, actual role conflict refers to *felt conflict* on the part of an actor subjected to incompatible role prescriptions. Definitions of the second type mentioned above would be, then, definitions of actual role conflict. To determine the existence of actual role conflict, one must have knowledge of the perceptions of the actor who is faced with incompatible role prescriptions.

In contrast, *potential for role conflict* is defined as the existence of disparate prescriptions held by an actor and others for the behavior and/or attributes of that actor in a particular role. To determine situations in which potential for role conflict exists, it is not necessary to know how an actor deals with incompatible role prescriptions. These prescriptions may be held by members of the same positions, i.e., vocational teachers themselves, or may be held by others, i.e., students, parents, administrators, other teachers, etc. Similarly, this type of role conflict may be intro-positionally determined, i.e., where disparate prescriptions are held for teachers by members of a single counter-position such as public school administrator, or inter-positionally determined, i.e., where members of two or more counter-positions disagree on prescriptions held for the vocational teacher. The major portion of the study will be limited to analysis of *potential for role conflict*. One useful result which obtains from this kind of sociological analysis is that it can reveal certain disparities which consistently appear in a social system. This is attempted through a statistical analysis of data, representing areas which may be sources of problems for vocational education in Oklahoma or in other states with similar settings.

A further dimension that must be taken into account is the many possible types of disparities which can occur among role prescriptions. It is probable that only a few of these may reasonably be defined as role conflict. In conjunction with this situation, Secord and Backman list five forms of disagreement which can occur on norms and expectations comprising a role, and even this does not exhaust the list of possibilities (70, p. 472). According to these authors, role definers may disagree: (a) on what norms and expectations should be included in a given role; (b) on the range of permitted or prohibited behavior; (c) on the situations to which the role applies; (d) on whether the behavior is mandatory or simply preferred; and (e) on which norm or expectation should be honored first when incompatibilities do present themselves. Another possible area of disagreement not mentioned by Secord and Backman could occur concerning the prescribed means for orientating various role performances.

It is evident that complete consensus among role definers on one of these areas, much less all six, would probably constitute an atypical situation. And it is likely that the disagreement itself would range from mild to very great and result in differing psychological and behavioral consequences for an actor. There is a need to set up a scheme which would analytically distinguish between intensities of what has inclusively been labeled role conflict. Role conflict implies rather severe psychological consequences for the individual exposed to incompatible role elements. Role prescriptions may need not be mutually exclusive in the sense that conformity or compliance to one set will obviate conformity or compliance to another set, throwing an actor into a state of severe psychological conflict. The concept of role conflict should be restricted to situations in which an actor faced with incompatible role prescriptions has problems and pressures which persist over time and which are not capable of easy resolution. Conceptual models of role conflict might gain clarity if a continuum were set up ranging from complete agreement on some aspect of role elements at one extreme to complete disagreement at the other extreme. Thus, role incompatibilities theoretically can be conceptualized on an intensity dimension in terms of potential for actual role conflict.

In recent years, several concepts have arisen which focus on results of role incompatibilities which are persistent and problematic, but are less severe in terms of behavioral consequences. Role strain is one such concept (32). An actor may merely feel slightly disconcerted and experience some mild discomfort when exposed to incompatible role prescriptions. It is likely that this sort of discomfort is more prevalent than severe conflict and the concept of role strain should be used to cover situations in which the difficulty in fulfilling role obligations in mild rather than severe. Problems and pressures leading to role strain can also result when expectations and norms are unclear, particularly lacking or not properly communicated or learned by an actor. Situations of this kind may produce what has been called role ambiguity, discomfort arising from uncertainty about role prescriptions. Role ambiguity might be particularly prevalent among organizations with heterogeneous populations and social systems which are undergoing rapid change due to reorganization.

RESEARCH QUESTIONS AND HYPOTHESES

This investigation had two major substantive objectives: to depict role attributes and activities of four types of vocational teachers as reported by selected respondent groups and to examine the extent and sources of potential role conflict for the vocational teachers. To reach these objectives, data were collected and examined in relation to three general research questions and seven research hypotheses. The research questions were:

Question I. What are the attributes of the sampled vocational teachers in terms of the following classes of variables?

A. Personal characteristics

1. Age
2. Sex
3. Formal adademic training
4. Non-teaching work experience
5. Educational experience other than in vocational teaching
6. Experience as a vocational teacher
7. Experience in present position
8. Salary
9. Organizational affiliations

B. Physical location of vocational teaching facilities in relation to the remainder of the school plant

C. Feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel.

Question II. To what extent do vocational teachers and incumbents of six counter-roles feel that vocational teachers actually engage in and should engage in each of seventy selected activities?

Question III. To what extent do vocational teachers feel satisfied with each of sixty-six different aspects of their profession?

Question IV. What are the groups to which vocational teachers ascribe legitimacy in relation to expectations for vocational teacher activity ?

In addition to examining descriptive data in connection with each of the research questions, seven general research hypotheses were tested with inferential statistical methods. The research hypotheses were:

Hypothesis I. In each vocational education field considered, significant differences will exist between the activity cognitions of vocational teachers and those of the various classes of counter-role incumbents included in the sample.

Hypothesis II. In each vocational education field considered, significant differences will exist between the normative expectations of vocational teachers and those of the various classes of counter-role incumbents included in the sample.

Hypothesis III. In each vocational education field considered, significant differences will be found between the activity cognitions and normative expectations reported by each of respondent groups included in the sample.

Hypothesis IV. Significant differences will be found in activity cognitions of respondents from different economic regions, and from schools and communities of differing size.

Hypothesis V. Significant differences will be found in normative expectations of respondents from different economic regions and from schools and communities of differing size.

Hypothesis VI. Significant differences will be found between the activity cognitions and the normative expectations of respondents from each economic region and from each size of school and community.

Hypothesis VII. Significant differences will be found in job satisfaction scores of vocational teachers classified in terms of each of the following variables

A. Personal characteristics

1. Vocational teaching field
2. Age
3. Formal academic training
4. Experience as a vocational teacher
5. Experience in present position
6. Salary

B. Work-place characteristics

1. Economic region
2. School size
3. Community size
4. Number of relevant types of vocational education offered by the school
5. Physical location of vocational teaching facilities in relation to the remainder of the school plant

C. Feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel

RATIONALE OF A MODEL

The hypotheses and research questions to be used in analyzing potential for role conflict derive largely from the following rationale for classifying reactions of various role occupants to activities of the focal role (the vocational teacher). The basis for the classification is the extent of potential for role conflict associated with a given activity. The reactions involved in the classification are *activity cognitions* (responses as to what the vocational teacher does) and *normative expectations* (responses as to what the vocational teacher should do). Potential for role conflict is considered to be present when any of the following conditions are present:

(a) Lack of *congruence* between activity cognitions and normative expectations held by occupants of a focal role concerning their own activities.

(b) Lack of *consensus* between the focal role occupants and counter-role occupants regarding the extent of their agreement either on activity cognitions or on normative expectations.

(c) Lack of *congruence* between activity cognitions and normative expectations held by the occupants of a given counter-role regarding a focal role activity.

The seriousness of potential role conflict surrounding a given activity is considered to be influenced if legitimacy is is ascribed by the focal role occupants to occupants of any counter-role. Thus a *lack of consensus* between the focal role and a counter-role or a *lack of congruence* between a counter-role's activity cognitions and normative expectations assumes greater significance when the counter-role involved has been designated as legitimate by focal role occupants. Based on the rationale that has been presented, the following model is offered as a means of analyzing role conflict potential.

MODEL FOR THE ANALYSIS OF ROLE CONFLICT POTENTIAL

	Major classification constructs			
		Degree of consensus between Focal and Counter-role on:		
Extent of potential for role conflict	Degree of congruence in focal role	Activity Cognitions	Normative Expectations	Degree of congruence in counter-role
Very high	Lack of congruence	Lack of consensus with a legitimate counter-role	Lack of consensus with a legitimate counter-role	Lack of congruence in a legitimate counter-role
High		Lack of consensus with a non-legitimate counter-role	Lack of consensus with a non-legitimate counter-role	Lack of congruence in a non-legitimate counter-role
Low		Consensus with a non-legitimate counter-role	Consensus with a non-legitimate counter-role	Congruence in a non-legitimate counter-role
Very low	Congruence	Consensus with a legitimate counter-role	Consensus with a legitimate counter-role	Congruence in a legitimate counter-role

CHAPTER II: METHODOLOGY

The methodological approach of the study consists of the following discrete yet interdependent steps. First, there was an examination of prior approaches to similar topics through a perusal of the literature on role theory research and studies of vocational education. Attention was also given to general method and design efforts in the social sciences and education that might be relevant to this investigation. Concurrently, interviews were held with a number of persons representing a variety of fields and professional levels within the vocational education enterprise in Oklahoma. The foregoing activities resulted in the development of research instruments which were field tested in a pilot study. The major sample was then drawn, and data were collected from a total of 1503 respondents at 82 different school locations. Statistical tests were computed and the results examined in relation to an interpretive model developed for this study. The remainder of the chapter is devoted to a more detailed description of the methodological aspects of the study.

Preliminary Activities

At the outset of the study, interviews were conducted with a number of persons associated with vocational education in order to obtain background material from which to develop research instruments. Among those interviewed were representatives of the state agency which administers and supervises vocational education in Oklahoma, campus personnel involved in training vocational teachers, public school administrators, non-vocational teachers, and vocational education teachers.

At the headquarters for the State Board for Vocational Education, interviews were held with supervisors of the four principal fields of vocational education considered in this investigation: Vocational Agriculture, Trade and Industrial Education, Technical Education, and Distributive Education. In selecting these fields, emphasis was given to vocational education for gainful employment. Newer types of programs which were in the process of being introduced could not be included.

Among campus personnel who were interviewed were those who taught courses for potential vocational education teachers and provided in-service training for those already in the profession. Project staff members also attended a number of the annual summer conferences and workshops for vocational personnel in order to become more knowledgeable regarding the concerns and activities of vocational teachers.

Contact was made with administrative and teaching personnel at high schools in eleven communities to determine the processes used in hiring and utilizing vocational teachers. In addition to school superintendents, principals, and supervisors of local vocational education programs, sixteen vocational teachers were interviewed in this phase. Included were representatives of the four types of vocational education considered in this investigation. The eleven high schools visited varied in size from approximately fifty students to two-thousand students in enrollment and provided an opportunity for assessment of differences associated with both community and school size. Also, schools included in this group were representative of several of the major economic regions of the state.

Pilot Study and Instrumentation

Field contacts, personal interviews, and the perusal of vocational education literature mentioned earlier provided data for the development of the instruments used in the pilot study. The research team assembled several hundred questions pertaining to role behaviors, strains, and conflicts of vocational teachers. These questions were categorized into broad areas of behavior, attitudes, characteristics, and general relationships, and were further classified as to classroom, school, and community settings.

The set of instruments initially derived included the following:

a. General Information Form--to indicate pertinent facts about the individual respondent

b. Vocational Teachers' Activities Inventory (VTA-1)--to measure activity cognitions or what vocational teachers actually do, according to the respondent

c. Vocational Teachers' Activities Inventory (VTA-2)--to measure normative expectations or what vocational teachers should do, according to the respondent

d. Vocational Teachers' Importance of Activity Inventory (VTA-3)--to ascertain how important certain activities are, according to the respondent

e. Counter-role Legitimacy Inventory (VTA-4)--to indicate, according to vocational teachers, which categories of persons have a right to hold expectations concerning designated activities of vocational teachers

f. Vocational Teachers' Satisfaction Inventory (VTS Inventory)--to ascertain how satisfied vocational teachers are with salient aspects of their job

Twelve schools were selected for a pilot study to check the instruments to be used and to clarify procedures for the final study. The schools were of varying sizes, had different types of programs in vocational education, and were scattered over an area within 150 miles from Oklahoma State University. Of the 196 respondents included, 24 were vocational education teachers from the four fields being considered. They represented the focal role for the investigation. In addition, respondents representing six additional positions or counter-roles were included. The six counter-roles and the number of respondents for each were non-vocational teacher, 34; non-vocational student, 36; vocational student, 36; parent of vocational student, 30; counselor, 11; and administrator 25.

The General Information Inventory (G.I. Form) was administered to each respondent of the study in order to aid the investigators in determining specific characteristics of the individual respondents drawn in the sample. The research staff anticipated possible important relationships for the vocational teachers between such factors as age and years of teaching experience, and those of job satisfaction, role behaviors, and role conflicts. Also such background information was essential for describing the various counter-roles.

VTA-1, given to all respondents, was a compilation of numerous activities with the respondent being asked to indicate, for each activity, what he personally thought vocational teachers actually did (activity cognitions). VTA-2 presented the respondent with an identical list of stimulus items, to which he responded in terms of what he thought the vocational teacher should do (normative expectations). Through an item by item comparison of VTA-1 and VTA-2 responses, identification was made of significant disparities between the actual role of vocational education teachers as perceived by relevant others, and the ideal role as described by those same counter-role positions. For VTA-1 and VTA-2, the respondent had seven alternatives from which he chose one that seemed to him to represent the most satisfactory answer. The first six alternatives were on a frequency continuum as follows: always, very often, often, occasionally, rarely, never. The responses were assigned scores of from one to six, with one and six being assigned to "always" and "never", respectively. A seventh alternative (no opinion) was presented for respondents who on any particular question, felt they did not possess sufficient knowledge to provide a meaningful answer on the six-point continuum.

The Importance of Activity Inventory (VTA-3) again presented the respondent with the same list of items found in VTA-1 and VTA-2. This time he was asked to judge, regardless of what he felt the vocational teacher should do or does do, how important each activity is within the general realm of secondary education and the more specific realm of vocational education.

In the counter-role legitimacy form (VTA-4), the vocational teacher was presented with the same list of stimulus items used in VTA-1, VTA-2, and VTA 3, plus a list of eleven different counter-role positions. He was asked to indicate which position or positions had a legitimate right to hold expectations for vocational teachers in relation to each of the activities listed in the inventory. The eleven counter-role positions comprise a reasonably exhaustive list of all groups of people who might be considered as relevant counter-roles. The list included State Board personnel, employers of vocational education students, the school board, community groups interested in vocational education, and colleagues in the respondent's own teaching field, in addition to the six counter-roles sampled as respondents for this study. In responding to each question in VTA-4, the vocational teacher could list any, all, or none of the eleven counter-role positions as having a legitimate right of expectation. The factor of legitimacy broadens considerably the possibilities for examining role-conflict potential, and is an important feature of this study. Most investigations in the area of role conflict have focused primarily on what the occupant of a particular position is thought to be doing and what alter-positions or counter-roles feel he should be doing, leaving the related question of legitimacy relatively unexplored.

The Vocational Teacher Satisfaction Inventory (VTS) was administered to all the vocational teachers sampled with the question in mind, "How satisfied are you as a vocational teacher in Oklahoma with each of the following situations or problems?" Satisfaction inventories are common in many studies throughout the social sciences and were used in this investigation to relate job satisfaction to data obtained with the other questionnaires.

All groups responded to VTA-1, VTA-2, VTA-3 inventories. The VTA-4 and VTS inventories were given only to vocational teachers. In answering the questionnaires, respondents were allowed as much time as needed. The time required ranged from 1½ to 2 hours for vocational teachers and from 1 to 1½ hours for all other responding groups.

It is important to note that the instruments were designed to elicit first-order cognitions only and excluded second-order cognitions. This investigation does not deal with what people in one position think people in another position hold as cognitions in regard to any particular subject.

Analysis of pilot study results allowed the project staff to refine and clarify the initial instruments. Questions which were confusing to the respondents were either revised or eliminated. Questions appearing to have little relevance were also eliminated, thus shortening the work time for respondents by approximately thirty to forty-five minutes. Statistical analyses also revealed that the normative expectations instrument (VTA-2) and the Vocational Teachers' Importance of Activity Inventory (VTA-3) were essentially duplicative of one another in terms of the results yielded. Because VTA-2 offered a greater variety of possible analyses, VTA-3 was eliminated.

Five classes of research instruments evolved in final form from the pilot study. They were the general information forms (GI-1 through 7) the activity cognition inventory (VTA-1), the normative expectation inventory (VTA-2), the counter-role legitimacy inventory (VTA-3), and the vocational teacher satisfaction inventory (VTS). Examples of the various instruments are shown in Appendix A.

An identical list of seventy stimulus items served as the basis for the activity cognition, normative expectation, and legitimacy inventories. For purposes of further analysis, the seventy items were subdivided into ten content categories. A list of the ten vocational teacher activity content categories follows:

I. Seeking Advice in Curriculum Orientation, (Items 18, 30, 35, 37, 46, 49, 59, and 69)

II. Developing Curriculum Content and Objectives (Items 5, 21, 25, 26, 28, 29, 32, 47, 48, and 58)

III. Choosing Methods and Procedures of Instruction (Items 1, 4, 6, 12, 17, 20, 22, 24, 31, and 70)

IV. Influencing Recruitment and Assignment of Students (Items 16, 19, 41, 42, and 66)

V. Assisting in Post High School Placement of Students (Items 7, 8, 15, 34, 60, and 68)

VI. Establishing Working Conditions and Facilities (Items 13, 23, 27, and 38)

VII. Arranging Financial Matters (Items 2, 9, 36, 39, and 61)

VIII. Relating Generally with Local and State Administration (Items 10, 11, 14, 43, 44, 45, and 65)

IX. Developing the Image of Vocational Education (Items 3, 33, 40, 50, 52, 57, 62, 63, 64, and 67)

X. Seeking In-service Professional Development (Items 51, 53, 54, 55, and 56)

The Vocational Teacher Satisfaction Inventory was composed of sixty-six different stimulus items which also were subdivided into content categories. A list of the eight vocational teacher satisfaction content categories follows.

I. Curriculum Content and Objectives, and Methods of Teaching (Items 1,2,3,5,6,14,15 and 21)

II. Recruitment and Assignment of Students (Items 4,7,8,9,19, and 53)

III. Working Conditions, Arrangements, "Climate", and Facilities (Items 12,13,16,17,20,24,35,46,49,51,61, and 64)

IV. Financial Arrangements, (Items 10,11,47, and 48)

V. General Relationships with Local and State Administration (Items 55,56,65, and 66)

VI. Public Relations, In and Out of School (Items 25,26,27,28, 30,34,40,41,43,44,45,57,58,59, 60, and 62)

VII. Pre-service and In-service Training (Items 37,38, and 39)

VIII. Professional Association and Interaction (Items 22,23,29, 32, and 36)

Selection of Sample Schools

In order to draw a stratified random sample of schools at which to administer the finished research instruments, the population of secondary schools in Oklahoma offering relevant kinds of vocational education had to be defined. Data relevant to this population were obtained from the Oklahoma State Department of Public Instruction and the State Board for Vocational Education, and were processed via computer in order to develop an explicit description of the population. Information was obtained on three variables used to stratify the entire set of schools independently for each of the four types of vocational education programs considered in the study. The three stratification variables were: state economic region in which the school was located; the number of students in the school; and the number and combinations of vocational programs that were offered in the school. The breakdown of Oklahoma into thirteen economic areas as cited by the Bureau of Census was used. For purposes of analysis; these thirteen areas were later condensed to six. A brief description of the six regions is given in Appendix B.

Thus, every secondary school in Oklahoma which offered one or more of the four types of vocational education being considered was classified and tabulated according to the above variables. The total number of schools so classified was 403. Vocational Agriculture was offered at 370 schools, T&I at 87, Technical Education at 13, and Distributive Education at 34. A stratified random sample of 87 schools was chosen via computer process for the final sample. None of the schools in the sample were included in the pilot study. Of the 87 schools selected, 63 offered Vocational Agriculture, 47 offered T&I programs, 10 offered Technical Education, and 27 offered Distributive Education. Relevant characteristics of the population of schools in Oklahoma offering the specified types of vocational education are listed in Table 1. Characteristics of schools chosen for the final sample are listed in Table 2. Comparing the two tables, it can be observed that for each program type, the sample closely corresponds with the total population of schools. However, because of large differences in the total number of schools offering the various types of vocational programs, different proportions of the totals were drawn for the four program types. The proportions ranged from 17 percent for Vocational Agriculture to 77 percent for Technical Education.

As the questionnaires neared completion, the project directors contacted officials at each of the eighty-seven sample schools to arrange for school visits. The initial contact with each school was a form letter sent from the office of the Director of the Research Foundation at Oklahoma State University. The letter briefly described the nature of the project and certified its legitimacy. One of the directors of the project then telephoned each school and made arrangements for a personal visit. Following the call, the director then personally visited the schools, answering questions and completing arrangements with the principal and/or superintendent for the final contacts with the designated respondents. In the case of several small schools offering one vocational program, the visit was supplanted by a detailed letter of explanation followed by an additional phone call.

Within one week before the scheduled date for the data collection, one of the directors made a follow-up telephone call to each school to reaffirm the appointment and gain assurance that all arrangements would be completed.

Respondent Sampling Plan

A respondent sampling plan was established which provided that insofar as possible the following distribution of counter-roles

TABLE 1. CHARACTERISTICS OF POPULATION OF HIGH SCHOOLS, BY TYPE OF VOCATIONAL EDUCATION CONSIDERED

Stratification variables	Program type							
	Vo.Ag.		T & I		Tech.Ed.		D.E.	
Combinations of vocational programs	n	%	n	%	n	%	n	%
Vo.Ag. only	304	(82)	...	...	...	...	...	...
T & I only	...	...	13	(15)	...	...	...	...
Vo.Ag + T & I	47	(13)	47	(54)	...	...	...	...
D.E. only	...	...	...	...	...	...	4	(12)
Vo.Ag. + D.E.	5	(1)	...	...	...	...	5	(15)
T&I + D.E.	...	...	7	(8)	...	...	7	(21)
Vo.Ag. + D.E. + T&I	10	(3)	10	(11)	...	...	10	(29)
T.E. only	...	...	...	...	1	(8)	...	...
T.E. + Vo.Ag.	...	...	...	...	...	...	...	...
T.E. + T&I	...	...	3	(3)	3	(23)	...	...
T.E. + T&I + Vo.Ag.	1	(3)	1	(1)	1	(8)	...	...
T.E. + D.E.	...	...	...	...	2	(15)	2	(6)
T.E. + D.E. + Vo.Ag.	...	...	...	...	...	...	...	...
T.E. + D.E. + T&I	...	...	3	(3)	3	(23)	3	(9)
T.E., D.E., T&I, Vo.Ag.	3	(8)	3	(3)	3	(23)	3	(9)
Total*	370	(100)	87	(100)	13	(100)	34	(100)
Economic Areas								
Panhandle and Plains	81	(22)	12	(14)	...	...	2	(6)
N.E. and E. Central	97	(26)	20	(23)	...	...	5	(15)
S.W. and S. Central	87	(24)	12	(14)	1	(8)	7	(21)
E. and S.E.	90	(24)	21	(24)	1	(8)	4	(12)
Metropolitan Area X	8	(2)	8	(9)	1	(8)	7	(21)
Metropolitan Area Y	7	(2)	14	(16)	10	(77)	9	(26)
Total*	370	(100)	87	(100)	13	(100)	34	(100)
Students per school								
0-49	23	(6)	...	...	...	...	...	...
50-99	138	(37)	4	(5)	...	...	...	...
100-299	146	(39)	25	(29)	1	(8)	3	(9)
300-799	45	(12)	27	(31)	2	(15)	7	(21)
800-1999	13	(4)	13	(15)	...	...	8	(24)
2000-3500	5	(1)	18	(21)	10	(77)	16	(47)
Total*	370	(100)	87	(100)	13	(100)	34	(100)

*Does not equal total number of schools because many schools had more than one type of program.

TABLE 2. CHARACTERISTICS OF SAMPLE OF HIGH SCHOOLS BY TYPE OF VOCATIONAL EDUCATION CONSIDERED

Stratification variables	Program type							
	Vo.Ag.		T & I		Tech.Ed.		D.E.	
Combinations of vocational programs	n	%	n	%	n	%	n	%
Vo.Ag only	29	(46)	...	...	...	...	...	...
T&I only	...	...	10	(21)	...	...	...	...
Vo.Ag. + T&I	16	(25)	16	(34)	...	...	...	...
D.E. only	...	...	...	...	...	...	4	(15)
Vo.Ag. + D.E.	5	(8)	...	...	...	...	5	(19)
T&I + D.E.	...	...	4	(9)	...	...	4	(15)
Vo.Ag. + D.E. + T&I	9	(14)	9	(19)	...	...	9	(33)
T.E. only	...	...	...	...	1	(10)	...	...
T.E. + Vo.Ag.	...	...	...	...	...	...	...	...
T.E. + T&I	...	...	3	(6)	3	(30)	...	...
T.E. + T&I + Vo.Ag.	1	(2)	1	(2)	1	(10)	...	...
T.E. + D.E.	...	...	...	...	1	(10)	1	(4)
T.E. + D.E. + Vo.Ag.	...	...	...	...	...	...	...	...
T.E. + D.E. + T&I	...	...	1	(2)	1	(10)	1	(4)
T.E., D.E., T&I, Vo.Ag.	3	(5)	3	(6)	3	(30)	3	(11)
Total*	63	(100)	47	(100)	10	(100)	27	(100)
Economic areas								
Panhandle and Plains	10	(16)	6	(13)	...	...	2	(7)
N.E. and E. Central	12	(19)	9	(19)	...	...	4	(15)
S.W. and S. Central	15	(24)	7	(15)	1	(10)	7	(26)
E. and S.E.	14	(22)	10	(21)	1	(10)	4	(15)
Metropolitan Area X	6	(10)	4	(9)	1	(10)	5	(19)
Metropolitan Area Y	6	(10)	11	(23)	7	(70)	5	(19)
Total*	63	(100)	47	(100)	10	(100)	27	(100)
Students per school								
0-49	3	(5)						
50-99	10	(16)	3	(6)				
100-299	18	(29)	10	(21)	1	(10)	4	(15)
300-799	17	(27)	11	(23)	2	(20)	6	(22)
800-1999	10	(16)	10	(21)			7	(26)
2000-3500	5	(8)	13	(28)	7	(70)	10	(37)
Total*	63	(100)	47	(100)	10	(100)	27	(100)

*Does not equal total number of schools because many schools had more than one type of program.

would be represented independently for each of the four types of vocational programs which may have been present in a sample school.

All vocational teachers of the type specified
2 Vocational students from the field specified
2 Parents of vocational students from the field specified
2 Non-vocational students
2 Non-vocational teachers
1 Counselor
1 Administrator

On the basis of this sampling plan, a total of 1630 respondents was expected. The numbers of respondents expected, by position and program type are shown in Table 3.

TABLE 3. EXPECTED NUMBERS OF RESPONDENTS IN SAMPLE, BY PROGRAM TYPE AND POSITION

	Program type			
Position	Vo.Ag.	T. & I	Tech.Ed.	D.E.
Vocational teacher	64	138	12	26
Non-vocational teacher	118	90	18	52
Non-vocational student	118	90	18	52
Vocational student	118	90	18	52
Parent	118	90	18	52
Counselor	59	45	9	26
Administrator	59	45	9	26
Total	654	588	102	286

Data Collection

Data were collected in group interview sessions by members of the research team at eighty-two of the eighty-seven designated sample schools. Two rural high schools with one vocational program each did not wish to participate and were consequently dropped from the final sample. Three additional schools were excluded due to recent discontinuation of their vocational program or recent personnel changes involving the hiring of vocational teachers with less than one year of experience. Efforts were made to assure that respondents were selected at random. In some instances, previously selected respondents were not available. In such cases, efforts were made to find acceptable substitutes or additional visits were scheduled. At the completion of the field work, 92 percent of the expected number of respondents had been obtained. The numbers of respondents obtained, by program type and position, are shown in

Table 4.

TABLE 4. NUMBERS OF RESPONDENTS OBTAINED, BY PROGRAM TYPE AND POSITION

	Program type			
Position	Vo.Ag	T & I	Tech. Ed.	D.E.
Vocational teacher	63	134	11	26
Non-vocational teacher	102	87	17	50
Non-vocational student	115	88	18	51
Vocational student	119	96	18	57
Parent	104	68	12	39
Counselor	38	35	6	26
Administrator	54	40	6	23
Total	595	548	88	272

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The respondent groups were chosen for several reasons. First, excluding parents of vocational students, they all are located and operating within our basic unit of analysis, the public secondary school system. Parents of vocational students, although outside the system, are considered influential in the activities of the vocational teacher. An additional factor in selecting respondent groups was degree of accessibility. Teachers, counselors, students, and to some extent administrators, were readily available during certain free periods which allowed the project staff to conduct the interviews and questionnaires in a group setting. The use of seven respondent groups also allowed a wide range of counter-role positions to evaluate vocational education, with the counter-role positions chosen being particularly pertinent in that the vocational teacher had potential contact with them. Other counter-role positions considered by the project staff were: members of the community at large, school board members, parents of non-vocational students, employers of vocational students, and personnel from the State Board for Vocational Education. Although some of these positions appeared on the counter-role Legitimacy Inventory, none was sampled for respondents because of lack of definitive roles (such as members of the community-at large) which would have made later analysis difficult and questionable, and/or lack of sufficient numbers or lack of accessibility.

Statistical Analysis

The varieties of data collected made possible three types of statistical analyses: (a) general analyses by type of vocational program, (b) analysis by content categories within instruments, and (c) examination of relationships by demographic and personal factors.

In all cases where inferrential statistical tests were utilized with more than two groups of responses at a time, the Kruskal-Wallis one-way analysis of variance test was used (76), pp. 184-193). Where H values significant at the .05 probability level were obtained, the Mann-Whitney z_u test was employed to determine the location of differences among groups (76, pp. 116-127). Again, the .05 probability level was selected for statistical significance. Where only two groups of responses were being compared, only the Mann-Whitney test was applied. When applying the Mann-Whitney test between two groups having twenty or fewer cases, values required for significance were obtained from tables prepared by Biddle and Simpson (10, pp. 49-61).

The above procedures were followed in all tests of data from the six-point, "always" to "never" continua used as the basis for responding on the activity cognition, normative expectation, and vocational teacher satisfaction instruments. In addition, a test of significance of difference in proportions was utilized with data from the counter-role legitimacy inventory (57, pp. 8-3, 8-4). Expectations of a given counter-role were judged to have legitimacy in relation to a given vocational teacher activity if significantly more than fifty percent of vocational teachers ascribed legitimacy to the counter-role for that activity item. The determination of legitimacy was made separately for each of the four types of vocational teachers being considered. Since different numbers of teachers were sampled from the four types of vocational education, different proportions were needed in order to meet the requirements for statistical significance at the .05 probability point (one-tailed test). The number of usable counter-role legitimacy inventories completed by the four types of teachers were: Vocational Agriculture, 61; T & I, 128, Technical Education, 11; and Distributive Education, 25. The proportions required for significance for the four teacher types were, 61 percent, 57.5 percent, 82 percent, and 72 percent, respectively.

CHAPTER III: RESULTS

The principal substantive objectives of this study are to depict the role of four types of vocational education teachers and to assess the extent of potential role conflict associated with each. To accomplish this, four basic varieties of data were collected. Results of analyses of these data are presented in this chapter.

First, to provide a description of occupants of the focal role for this study, data are presented on selected attributes of the vocational teachers who participated. Characteristics of respondents representing the six counter-roles utilized in this study also are discussed briefly in this chapter and presented in tabular form in Appendix C.

Since the study is concerned with the role and potentials for role conflict of vocational teachers, a number of analyses were carried out in relation to a set of seventy vocational teacher role activities used as stimulus items in this study. In the second major section of this chapter, consideration is given to comparisons of expectations held by vocational teachers and by respondents in six counter-role positions regarding (a) what they think vocational teachers actually do (or activity cognitions) and (b) what they think vocational teachers should do (or normative expectations). The existence of certain kinds of significant disparities involving these concepts is considered to be indicative of potential for role conflict.

A major factor in assessing potential for role conflict is the extent to which vocational teachers feel that counter-role occupants have a right to hold expectations regarding the activities in which vocational teachers engage. Vocational teachers responded to each of the seventy stimulus items in terms of whether selected counter-roles have a right to hold expectations for them regarding the activity specified in the item. Results of analyses of the legitimacy data are also presented in the second section of this chapter.

Presented in the third section are results of analyses of differences in activity cognitions and normative expectations between regions of the state and between schools and communities of differing size.

In the fourth and final section of this chapter, results of another approach to depicting the role of vocational teacher are presented. These are findings relative to the job satisfaction of vocational teachers who participated in this study. Job satisfaction is considered in relation to a number of attributes of vocational teachers and of the schools in which they are employed.

Attributes of Vocational Teachers

In this study data were obtained from a total of 230 vocational teachers. By type of teacher there are 63 in Vocational Agriculture, 130 in Trade and Industrial, 12 in Technical Education, and 25 in Distributive Education. These respondents represent the focal role for the investigation and are described in this section. In addition, data were obtained from 258 non-vocational teachers, 281 non-vocational students, 292 vocational students, 225 parents, 95 counselors, and 121 school administrators. Descriptive data for these six counter-roles are shown in tabular form in Appendix C.

AGES OF VOCATIONAL TEACHERS

The age distributions of vocational teachers included in this study are shown in Table 5. Vocational Agriculture and Trade and Industrial teachers tend to be somewhat older than Technical Education and Distributive Education teachers. The percentages of those forty years old or older are: Vocational Agriculture, 63 percent; Trade and Industrial, 67 percent; Technical Education, 25 percent; and Distributive Education, 44 percent. Trade and Industrial had the highest percentage in the oldest age category with 39 percent in the 50 years old or older range. The modal age intervals for the four teacher types are: Vocational Agriculture, 40-49 years; Trade and Industrial, 50 years and over; Technical Education and Distributive Education, 30-39 years.

SEK DISTRIBUTION OF VOCATIONAL TEACHERS

Eight percent of the 230 vocational teachers in the study are females. They were employed in only two areas, in Trade and Industrial and in Distributive Education. Eleven percent of the Trade and Industrial teachers and 20 percent of the Distributive Education teachers are women. The female Trade and Industrial personnel are teaching in the field of cosmetology.

TABLE 5. AGE DISTRIBUTION OF
VOCATIONAL TEACHER SAMPLE

(All values are percentages)

Age in years	Type of vocational teacher Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Under 30	21	9	17	20
30-39	16	24	58	36
40-49	49	28	25	24
50 and over	14	39	--	20

FORMAL ACADEMIC TRAINING OF VOCATIONAL TEACHERS

Vocational teachers were asked to indicate the extent of their formal academic training in terms of the following categories: less than bachelor's degree, bachelor's degree, toward master's degree, master's degree, beyond master's degree. Responses of the four types of vocational teachers sample are shown in Table 6.

TABLE 6. FORMAL ACADEMIC TRAINING OF
VOCATIONAL TEACHER SAMPLE

(All values are percentages)

Extent of training	Type of vocational teacher Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Beyond master's degree	27	19	25	56
Master's degree	11	24	--	8
Toward master's degree	49	23	59	32
Bachelor's degree	11	6	8	4
Less than bachelor's degree	2	28	8	--

Except for the field of Trade and Industrial education, relatively few vocational teachers had only a bachelor's degree or less than a bachelor's degree. Thirty-seven Trade and Industrial teachers (28 percent of the sample) and one teacher each in Vocational Agriculture and Technical Education (2 and 8 percent respectively) had less than bachelor's degrees. A substantial percentage of each type of teacher had completed formal academic course work beyond a master's degree. Distributive Education had the greatest percentage with post-master's work, 56 percent.

YEARS OF NON-TEACHING WORK EXPERIENCE

Table 7 is a summary of responses from vocational teachers regarding the number of years they have worked in non-teaching positions.

TABLE 7. NON-TEACHING WORK EXPERIENCE OF VOCATIONAL TEACHER SAMPLE

(All values are percentages)

	Type of vocational teacher			
Number of years	Vo.Ag. (n=63)	T&I (n=130)	Tech.Ed. (n=12)	D.E. (n=25)
Under 5 years	25	34	67	60
5-14 years	31	31	33	28
15 years and over	52	31	--	--
No data	2	4	--	--

Vocational Agriculture teachers report having the greatest amount of non-teaching work experience, followed by Trade and Industrial, Distributive Education, and Technical Education teachers in that order. Fifty-two percent of the Vocational Agriculture teachers indicate that they have had fifteen or more years of such experience as opposed to 31 percent of Technical and Industrial teachers, 12 percent of Distributive Education teachers and none of the Technical Education teachers. An inverse relationship appears between these data and data reported for years of formal academic training. A positive relationship appears between number of years of non-teaching work experience and age.

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YEARS AS PROFESSIONAL EDUCATOR OTHER THAN IN VOCATIONAL TEACHING

A total of 53 percent of all vocational teachers in the study have had some experience as educators other than in vocational teaching. A breakdown by type of teacher is shown in Table 8.

TABLE 8. YEARS IN PROFESSIONAL EDUCATION
OTHER THAN VOCATIONAL TEACHING

(All values are percentages)

	Type of vocational teacher			
Number of years	Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
None	64	39	67	32
Under 5 years	30	28	8	44
5-14 years	6	19	17	36
15 years and over	--	14	8	8

The majority of Vocational Agriculture and Technical Education teachers have had no professional education experience other than as vocational teachers. A high proportion of Trade and Industrial and Distributive Education teachers, 61 percent and 68 percent respectively, have worked in some phase of education other than vocational teaching. In general, Trade and Industrial teachers who have had experience in other fields of education have served as Industrial Arts teachers. Vocational Agriculture, Technical Education, and Distributive Education teachers who have had non-vocational experience have taught in general educational fields primarily.

NUMBER OF YEARS AS A VOCATIONAL TEACHER

On the basis of data summarized in Table 9, it appears that Vocational Agriculture teachers included in the sample have greater tenure in vocational teaching than personnel who represented the other three types. The modal age intervals for the four types of teachers were: Vocational Agriculture, 15 to 19 years; and the Trade and Industrial, Technical Education, and Distributive Education, 1 to 4 years. Trade and Industrial teachers showed the greatest dispersion with 50 percent having less than ten years of experience compared with 27 percent for Vocational Agriculture, 92 percent for Technical Education, and 76 percent for Distributive

Education. A positive relationship exists between data in Table 9 and data in Tables 5 and 7 for age and non-teaching work experience of vocational teachers.

TABLE 9. NUMBER OF YEARS AS A VOCATIONAL TEACHER

(All values are percentages)

	Type of vocational teacher			
Years as a vocational teacher	Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Under 1 year	5	12	25	20
1-4 years	9	23	42	40
5-9 years	13	15	25	16
10-14 years	19	15	8	12
15-19 years	30	14	--	12
20 years and over	22	17	--	--
No data	2	4	--	--

NUMBER OF YEARS IN PRESENT VOCATIONAL TEACHING POSITION

Data summarized in Table 10 indicate that Vocational Agriculture and Trade and Industrial teachers, in addition to having served longer as vocational teachers than Technical Education or Distributive Education teachers, also tend to have held their present position for a somewhat longer period. However, the latter relationship is not as pronounced as the former. The modal category for years of experience in present vocational teaching position is less than five years for all four types of teachers.

VOCATIONAL TEACHER SALARIES FOR TEN-MONTH PERIOD

With the exception of Vocational Agriculture teachers, most of the vocational instructors in the sample were employed on ten-month contracts in 1965-1966. Percentages of Vocational teachers indicating that they were on the summer payroll are: Vocational Agriculture, 100; Trade and Industrial, 26; Technical Education, 25; and Distributive Education, 20. Due to these differences between types of teachers, all salaries were converted to a ten-month equivalent for purposes of this study.

TABLE 10. NUMBER OF YEARS IN PRESENT VOCATIONAL TEACHING POSITION

(All values are percentages)

	Type of vocational teacher			
Number of years in present position	Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Under 1 year	19	13	25	12
1-4 years	19	26	41	52
5-9 years	17	17	17	16
10-14 years	16	17	17	8
15-19 years	16	14	--	12
20 years and over	13	13	--	--

TABLE 11. VOCATIONAL TEACHER SALARIES, TEN MONTH

(All values are percentages)

	Type of vocational teacher			
Ten-month salary	Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Under $5000	--	--	--	--
$5000-5999	19	20	8	8
$6000-6999	70	39	67	52
$7000-7999	9	32	17	28
$8000 and over	--	5	--	12
No data	2	4	8	--

Data presented in Table 11 indicate that the modal ten-month salary for each type of vocational teacher is in the $6000-6999 interval. However, a greater percentage of Trade and Industrial teachers and Distributive Education teachers are in higher salary categories than is the case for Vocational Agriculture and Technical Education. Thirty-seven percent of the Trade and Industrial teachers and forty percent of the Distributive Education teachers were earning $7000 or more on a ten-month basis at the time of the study, compared with only 9 percent of Vocational Agriculture teachers and 17 percent of the Technical Education teachers.

ORGANIZATIONAL AFFILIATIONS

Vocational teachers were also asked to indicate the types of organizations in which they held membership. The percentages of each type of vocational teacher holding membership in seven organizational categories are shown in Table 12.

TABLE 12. ORGANIZATIONAL MEMBERSHIP OF VOCATIONAL TEACHERS

(All values are percentages)

	Type of vocational teacher			
Type of organization	Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
General educational	100	99	92	96
State vocational	70	85	83	92
Farm	79	7	17	4
Civic	64	15	8	4
Fraternal	21	17	--	4
Veterans	29	20	8	20
Business	60	17	42	36

Nearly all of the vocational teachers were members of a general educational organization (Oklahoma Education Association and/or National Education Association). A majority of each type of teacher also held membership in a state vocational association. Most Vocational Agriculture teachers held membership in farm, civic, and business organizations in addition to membership in their professional organizations. They tended to be much more actively involved in community affairs than were the other three types of vocational teachers.

WORK-PLACE LOCATION

Each vocational teacher was asked to indicate the location of their classroom or shop in relation to the main school plant. Their responses are summarized in Table 13.

TABLE 13. VOCATIONAL CLASSROOM AND SHOP LOCATION

(All values are percentages)

Location in relation to main high school building	Type of vocational teacher Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Central in main building	22	30	25	72
Isolated location in main building	14	11	33	8
Separate building, one block or less away	49	36	25	20
Separate building, over one block away	8	20	17	--
Other and no data	7	3	--	--

Four-fifths of the Distributive Education teachers were located inside the main high school building. Technical Education teachers also tended to be more centrally located than Vocational Agriculture and Trade and Industrial teachers. Fifty percent of the Vocational Agriculture teachers and 56 percent of the Trade and Industrial teachers were located in buildings separated from the main high school building.

ADEQUACY OF CONTACT WITH NON-VOCATIONAL PERSONNEL

In a companion question, vocational teachers were asked to indicate whether they felt the extent of their contact with non-vocational personnel at their school was sufficient or insufficient. Their responses to that question are summarized in Table 14.

TABLE 14. ADEQUACY OF CONTACT BY VOCATIONAL TEACHERS WITH NON-VOCATIONAL PERSONNEL

(All values are percentages)

Extent of contact	Type of vocational teacher Vo.Ag. (n=63)	T&I (n=130)	Tech. Ed. (n=12)	D.E. (n=25)
Insufficient	16	31	33	12
Sufficient	84	69	67	88

A total of 75 percent of all vocational teachers reported that they felt they had sufficient contact with non-vocational personnel in their schools. However, Vocational Agriculture teachers and Distributive Education teachers tended to be more satisfied with the extent of their contact with other personnel than were Trade and Industrial teachers and Technical Education teachers.

Expectations for Vocational Teacher Activity

In this section, results will be presented from analyses of date collected with two research instruments. All classes of respondents indicated for each of seventy stimulus items their impression of the extent to which vocational teachers of a given type actually engage in the activity specified in the item. This form of expectation is referred to as an activity cognition. Respondents also indicated for each of the seventy stimulus items the extent to which they think vocational teachers of a given type should engage in the activity specified in the item. A statement of this kind is referred to as a normative expectation. Taken together, these two varieties of statements are used to depict the role activities of vocational teachers as viewed by vocational teachers and by occupants of six counter-positions. Disparities between responses of vocational teachers and those of counter-roles are considered to be indications of potential for role conflict, as are disparities between activity cognitions and normative expectations reported by any of the respondent groups.

In this section, results of statistical comparisons of activity cognitions and normative expectations reported by the vocational teachers and by respondents in the six counter-roles are presented. These results are shown in a series of forty tables--one table for each of the ten categories of stimulus items applied to each of the four types of vocational teachers considered in this investigation. Because the legitimacy of expectations is to be considered later in discussing the seriousness of potential role conflict, instances where vocational teachers have ascribed legitimacy to the expectations of a person in a given counter-role are also cited in this section. At the end of this chapter is a brief summary of the results of comparisons of expectations for vocational teachers reported from various regions of the state, from schools of differing size, and from communities of differing size.

EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS

Tables 15 through 24 present findings relative to activity cognitions and normative expectations for Vocational Agriculture teachers. The seventy stimulus items used in this study are divided into ten content categories on the basis of the kinds of activities specified in the items, with a separate table devoted to each of the content categories.

For purposes of visual inspection and comparison, means of the responses to stimulus items are shown even though statistical tests are on the basis of sums of ranks. Responses from a counter-role which differ significantly from those of vocational teachers

TABLE 15. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR SEEKING ADVICE IN CURRICULUM ORIENTATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]		Instrument[2/]	Respondent positions[3/]						
			Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
18.	Obtain parents'	a	2.8	3.8*	4.0*	3.5*	3.0	3.3	3.5*
	opinions on what	n	2.2	2.9*	3.0*	2.8*	2.6	2.9*	2.8*
	is to be taught	a-n	#						
30.	Consult state per-	a	2.5	2.3	3.2*	3.1*	1.9*	2.1	2.4
	sonnel before	n	2.2	2.2	2.3	2.6	1.7*	2.1	2.1
	changing courses	a-n			#	#			
35.	Consult local ad-	a	2.0	2.4	2.9*	3.1*	1.8	2.3	2.7*
	ministration before	n	1.5	1.5	2.0*	2.4*	1.7	1.4	1.3
	changing courses	a-n	#	#	#	#		#	#
46.	Consult non-official	a	2.8	3.1	3.9*	3.3*	2.9	2.8	3.2
	sources on possible	n	2.5	2.6	3.3*	3.1*	2.8	2.4	2.5
	curriculum changes	a-n		#	#				#
49.	Seek public support	a	3.0	3.2	3.6*	3.5*	2.7	3.3	3.1
	before changing	n	2.1	2.7*	2.8*	3.0*	2.6*	2.7*	2.4
	program	a-n	#	#	#	#			#
69.	Seek state office	a	2.6	2.3	3.0	2.6	2.1*	2.1	2.4
	guidelines on	n	2.3	2.3	2.5	2.7	2.4	2.1	2.1
	program	a-n			#				
37.	Rely on local admin-	a	4.2	2.9*	3.1*	3.6*	2.4*	2.9*	2.9*
	istration re no. &	n	3.6	2.6*	3.1*	3.1*	2.4*	2.7*	2.4*
	type of adult classes	a-n	#			#			
59.	Consider local admin-	a	1.7	2.6*	2.5*	2.2*	1.8	2.4*	2.6*
	istration on no. of	n	1.4	1.5	2.0*	2.0*	1.8	1.3	1.2*
	outside activities	a-n	#	#	#			#	#

1/ Items are shown in their complete form in Appendix A.

2/ Instruments are designated as follows: a, activity cognitions; n, normative expectations; a-n, a comparison between activity cognition and normative expectation responses for each respondent position.

3/ Positions are indicated as follows: Vo.Ag. Tchr, Vocational Agriculture teachers; NVT, non-vocational teacher; NVS, non-vocational student; VS, vocational student; Par, parent; C, counselor; Adm, administrator.

* Asterisk indicates the group response differs significantly (p< .05) from that of Vocational Agriculture teachers.

# Number sign indicates activity cognition responses differ significantly (p< .05) from normative expectation responses in the comparison immediately above the symbol.

on either activity cognitions or normative expectations are indicated by an asterisk at the right of the reported counter-role mean in the tables. Statistically significant intra-positional (or intra-group) disparities between activity cognitions and normative expectations are indicated by a number sign (#) directly below the item means.

Seeking Advice in Curriculum Orientation

Starting with the first activity listed in Table 15, "Obtain parents' opinions of what is to be taught," it may be noted that activity cognitions of four counter-roles differ significantly from those of Vocational Agriculture teachers. Inspection of the group means provides information as to the direction of differences. The Vocational Agriculture teacher mean is nearest to the left of the six-point "always-to-never" continuum, indicating that these vocational teachers report more of the activity in question than do the other respondent groups. Similar results on the second line following the same stimulus item show that normative expectations of five counter-role groups differ significantly from those of Vocational Agriculture teachers. Again, the Vocational Agriculture teacher mean is to the left of all others on the response continuum, indicating that these vocational teachers favor a greater extent of the activity than do other respondent groups.

In the third line, following a stimulus item, the number sign (#) represents cases in which activity cognition and normative expectation responses for a given position differ significantly. For the first stimulus item in Table 15, "Obtain parents' opinion on what is to be taught," such a significant disparity was found only for the vocational teachers themselves. By viewing the vocational teacher means for activity cognition and normative expectations, the direction of the difference can be detected. The mean for normative expectations is nearer the left of the "always-to-never" continuum than is the mean for activity cognitions; this indicates a feeling among Vocational Agriculture teachers that the activity should occur to a greater extent than it actually does. Although not statistically significant, differences in the same direction appear for each of the other six role positions included in the analysis.

In general, those in the counter-roles respond that the Vocational Agriculture teachers engage in the eight activities less often than is indicated by the teachers themselves. The items which most consistently show significant differences are those concerning whether Vocational Agriculture teachers rely on local administrators in planning the number and type of adult classes. The vocational teachers say they do this to a lesser extent than is indicated in the counter-role responses. In five counter-roles, respondents are less inclined than the teachers themselves to believe that Vocational Agriculture teachers consider the attitudes of local administrators concerning number of outside activities (item 59). Even the only counter-role which is accepted as legitimate, that of administrator, is among these five that differ. Parents, however, do not differ significantly from the focal role. The fewest differences appear on such activities as item 69, "Seek state office guidelines on programs," item 49, "Seek public support before changing programs," and item 46, "Consult non-official sources on possible curriculum changes."

In regard to normative orientations, or what Vocational Agriculture teachers should do, there are three items on which counter-role opinions generally differ from that of the focal role. All counter-role personnel on item 34 think that teachers should rely on local administrators to ascertain the number and type of adult classes more than the teachers think they should. They are somewhat less inclined than are the Vocational Agriculture teachers to feel that vocational teachers should obtain parents' opinions on what is to be taught (item 18). The same condition holds for obtaining public support before changing a program. Fewer significant differences between focal and counter-roles are revealed as to what should be the role of the vocational teacher in dealing with the state offices (item 30).

Non-vocational students are the counter-role group most likely to have disparities between their activity cognitions and normative expectations, with the Vocational Agriculture teachers themselves next. With the exception of parents, who have apparent agreement between cognitions and expectations, all groups show disparities between what is and what ought to be on at least one-half of the items included in the first content category.

In regard to guidance in curriculum orientation, the Vocational Agriculture teachers recognize the legitimacy of only one of the sampled groups in counter-role positions, that of administrators in the local school system; and this legitimacy is recognized in only five of the eight items.

Developing Curriculum

Within the second content category on curriculum content and objectives as shown in Table 16, certain differences between counter-roles and Vocational Agriculture teachers appear on nine out of ten activity cognitions. These differences are limited to only one or two counter-roles and are more frequent on such matters as keeping course content up to date, discussing development of good study habits, emphasizing the learning of communication skills, and emphasizing the learning of communication skills, and emphasizing the latest techniques in the field. The counter-role representatives perceive that these activities are engaged in to a lesser extent than perceived by the vocational teachers. Non-vocational teachers, students, and administrators are most likely to differ significantly from the focal role on activity cognitions. Parents are the least likely to differ.

Counter-role normative expectations differ from those of Vocational Agriculture teachers on four items in curriculum content and objectives (25, 26, 29, 47), with students and parents differing most frequently. On the whole, consensus on norms is high for this content category. However, consensus is lacking between Vocational Agriculture teachers and parents on items relating to the desirability of shop work (25) and of training for the local job market (47). Non-vocational teachers and students, vocational students, and administrators all show disparities between their activity cognitions and normative expectations on almost three-fourths of the items. Counter-role occupants think the vocational teacher should engage in

TABLE 16. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR DEVELOPING CURRICULUM CONTENT AND OBJECTIVES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
5. Have objective to train non-college oriented students.	a	3.2	3.1	3.4	3.7*	3.5	3.0	3.6
	n	3.2	3.0	2.9	3.2	3.4	3.2	3.1
	a-n			#	#			
21. Keep course content up-to-date.	a	1.4	2.0*	1.8*	1.5	1.3*	2.0*	2.2*
	n	1.1	1.1	1.1	1.2	1.0	1.2	1.1
	a-n	#	#	#	#	#	#	#
25. Emphasize shop instruction most.	a	2.8	2.6	2.7	3.5*	3.5*	2.2	2.7
	n	2.9	3.1	2.9	3.2	3.5*	2.7	2.7
	a-n		#					
26. Discuss development of good study habits.	a	2.0	3.5*	3.7*	2.9*	2.2	3.1*	3.2*
	n	1.5	1.6	2.3*	2.2*	1.4	1.8	1.4
	a-n	#	#	#	#	#	#	#
28. Have objective of employment after graduation.	a	2.1	2.8*	2.6*	2.6*	2.4	2.6	3.0*
	n	2.2	2.3	2.0	2.3	2.4	2.4	2.0
	a-n		#	#				#
29. Emphasize learning communication skills.	a	1.7	2.8*	3.1*	2.4*	1.9	2.5*	2.6*
	n	1.4	1.6	2.0*	1.8*	1.4	1.3	1.4
	a-n	#	#	#	#	#	#	#
32. Emphasize practical skills more than theory.	a	2.9	2.9	3.1	3.0	3.1	2.8	2.8
	n	2.9	3.0	2.8	2.7	2.6	2.7	2.5
	a-n							
47. Emphasize training for local manpower needs.	a	2.9	3.0	3.5*	3.4*	3.0	2.8	3.3
	n	2.6	2.7	2.9	3.0	3.4*	2.5	2.6
	a-n			#	#			
48. Emphasize training for national manpower needs.	a	3.3	3.9*	3.6	3.7	3.2	3.2	3.7*
	n	2.9	3.0	2.7	3.1	2.9	2.9	2.6
	a-n		#	#	#			#
58. Emphasize latest techniques in field.	a	1.8	2.6*	2.4*	2.2*	1.8	2.3*	2.5*
	n	1.5	2.0*	1.9	1.7	1.6	1.9*	1.7
	a-n		#	#	#			#

Footnotes are shown following Table 15.

the various activities more frequently than they do. The exception is item 25 on emphasizing of shop instruction. The greatest frequency of disparity between normative expectations and activity cognitions among Vocational Agriculture teachers themselves concerns item 21 on keeping courses up to date, item 26 on discussion of study habits, and item 29 on emphasising the learning of communication skills.

In questions of curriculum content and objectives Vocational Agriculture teachers accept the legitimacy of administrators' expectations and cognitions concerning their role behavior, but those of no other counter-role respondents. The acceptance extends, however, only to five of the ten items.

Choosing Methods and Procedures of Instruction

Data for content category III on methods and procedures of instruction are presented in Table 17. On five of the items, all but one of the six counter-roles show significant differences from the responses of the Vocational Agriculture teacher. On three items, four of the six counter-roles display significant differences. The fewest differences appear on item 22 concerning keeping equipment current. Non-vocational teachers differ with vocational teachers on all ten items, whereas non-vocational students, counselors, and administrators differ significantly from the responses of the Vocational Agriculture personnel on eight. It can be seen that frequent variations occur between responses of Vocational Agriculture teachers and all other respondents, except for vocational students and their parents.

Counter-role normative expectations differ from those of Vocational Agriculture teachers on all items. However, the extent of difference is not the same as it is for activity cognitions. On only one item do all the counter-roles differ significantly from the Vocational Agriculture teacher. In this instance (item 17), no one in a counter-role perceives as much need for the vocational teacher to talk more than other teachers with students as do the Vocational Agriculture teachers themselves; they also indicate that they do this more often. For the remaining items in this category, there are only one or two significant differences on normative expectations between all those in counter-roles and the Vocational Agriculture teachers.

Six out of ten items display disparities between activity cognitions and normative expectations within the various sampled counter-positions. Disparity is present in all responses about keeping equipment current and about preparing for presentations. The respondents apparently think that the Vocational Agriculture teacher should do these things more than is now being done. Four respondent groups also show disparities on each of three other items: 6 on

TABLE 17. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR CHOOSING METHODS AND PROCEDURES OF INSTRUCTION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
1. Use different instructional methods	a	2.1	2.6*	2.7*	2.6*	2.4	2.7*	2.8*
	n	1.8	2.4*	2.1	2.3*	2.2	2.7*	2.5*
	a-n			#				
4. Require making up work missed for contests, etc.	a	2.1	3.4*	3.1*	3.3*	2.3	3.3*	3.3*
	n	1.4	1.6	2.0*	2.7*	2.0	1.5	1.3
	a-n							
6. Have same grading system as others	a	2.7	3.3*	3.5*	2.9	2.1*	3.1	3.2
	n	2.6	2.6	3.0	3.0	2.1*	2.1	2.0
	a-n		#	#			#	#
12. Minimize student absences for contests, etc.	a	1.6	2.9*	2.9*	2.1	1.8	2.8*	2.8*
	n	1.3	1.5	1.8*	2.1*	1.7*	1.5	1.3
	a-n							
17. Talk with students more than other teachers	a	2.4	3.1*	3.0*	2.5	2.4	3.3*	3.2*
	n	2.0	3.1*	3.0*	2.4*	2.7*	3.2*	2.9*
20. Keep teaching methods current	a	1.4	2.1*	1.7	1.4	1.3*	2.0*	2.3*
	n	1.1	1.1	1.1	1.1	1.0	1.2*	1.0
22. Keep equipment current	a	1.5	2.0*	1.8	1.4	1.3*	1.6	1.8
	n	1.1	1.2	1.2	1.2	1.0*	1.2	1.1
	a-n	#	#	#	#	#	#	#
24. Prepare as well for presentations as other teachers	a	1.4	2.5*	2.3*	2.4*	1.5	2.4*	2.8*
	n	1.1	1.3	1.6*	1.9*	1.3	1.3	1.3
	a-n	#	#	#	#	#	#	#
31. Prepare and follow a teaching plan	a	1.8	3.1*	3.6*	3.4*	1.8	2.8*	3.2*
	n	1.7	2.4*	2.7*	3.1*	1.7	2.0	1.7
	a-n		#	#			#	#
70. Allow students more freedom	a	4.0	3.0*	3.3*	3.7	4.6*	2.9*	2.5*
	n	3.8	4.3*	4.0	3.6	4.8*	4.1	4.2
	a-n		#	#			#	#

Footnotes are shown following Table 15.

having the same grading system as others, 31 on preparing and following a teaching plan, and 70 on allowing vocational students more freedom than others. According to their responses, Vocational Agriculture teachers should do all of these more often, except for allowing students more freedom; for this item, the answers indicate the reverse.

The Vocational Agriculture teacher recognizes the legitimacy of the school administrators' right to expect certain behaviors in the area of methods and procedures of instruction. This legitimacy extends to all ten items in the category.

Influencing Recruitment and Assignment of Students

In the content-category on recruitment and assignment of students (Table 18), counter-role activity cognitions differ significantly from those of the Vocational Agriculture teachers on all five items contained in the content category. Four or more of the six counter-role representatives differ from vocational teachers on items 19, 42, and 66; on item 16 two counter-roles differ from vocational teachers while three such differences appear for item 41. Item 19 deals with advising parents of vocational education; item 42 concerns encouraging high ability students to take classes; item 66 suggests that counselors admitting poor students change policies. Item 16 is on controlling who can enroll in the program while item 41 concerns insisting all students have ability to succeed in work. Administrators vary from the Vocational Agriculture teachers on all items in this area; non-vocational teachers and non-vocational students vary on four out of five items. In all but two instances of significant difference, Vocational Agriculture teachers report a greater extent of activity than do their observers in the counter-roles. The exceptions are that both counselors and administrators think that Vocational Agriculture teachers attempt to control who can enter vocational programs more than do the teachers themselves.

TABLE 18. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS
FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR
INFLUENCING RECRUITMENT AND ASSIGNMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions[3]						
Item number and key words[1]	Instrument[2]	Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
16. Control who can enroll in program	a	3.4	3.5	3.5	3.6	3.1	2.8*	2.8*
	n	2.1	2.5*	2.8*	3.0*	2.6*	2.4	2.8*
	a-n	#	#	#	#	#		
19. Advise parents of benefits of vocational education	a	2.1	2.8*	3.4*	2.9*	2.4	2.7*	2.7*
	n	1.7	2.0	2.1	1.8	1.7	2.0	1.8
	a-n	#	#	#	#	#	#	#
41. Insist all students have ability to succeed in work	a	2.9	3.7*	3.7*	3.1	2.6	3.1	3.5*
	n	2.4	2.8	3.0	3.0	2.5	3.0	2.8
	a-n	#	#	#				#
42. Encourage high ability students to take classes	a	2.0	2.8*	3.3*	2.9*	2.2	2.7*	2.8*
	n	1.6	2.6*	2.9*	2.5*	2.2*	2.4*	2.5*
	a-n							
66. Suggest counselors admitting poor students change policies	a	2.7	3.5*	3.8*	3.8*	3.1	3.3	3.7*
	n	2.2	3.0*	2.7*	3.1*	2.6	3.0*	3.0*
	a-n	#	#	#	#	#		#

Footnotes are shown following Table 15.

Counter-role normative expectations differ from those of Vocational Agriculture teachers on three of the five items. Five of the six types of counter-roles indicate in item 16 that Vocational Agriculture teachers should control who can enroll in vocational programs more than the teachers do. They also think to a lesser extent than Vocational Agriculture teachers that high ability students should be encouraged to take vocational classes and that counselors should change policies on admitting poor students (items 42 and 66).

Intra-group disparities between activity cognitions and normative expectations appear on four items. Where such disparities appear, normative expectations always rank higher (or closer to a score of 1) than do activity cognition responses. Such disparities appear on at least three of the five items for all except one counter-role--the counselors. Counselors' activity cognitions and normative expectations differ only in regard to item 19, "advise parents of benefits of vocational education."

Only local school administrators among the sampled counter-role groups are accepted as having a legitimate right to judge the Vocational Agriculture teacher's activities which deal with recruiting and assigning students. This acceptance of the administrators' legitimacy extends to all five items in the category.

Assisting on Post High School Placement of Students

In the group of items pertaining to post high school placement of students shown in Table 19, counter-role activity cognitions differ from those of Vocational Agriculture teachers on all six items, although the extent varies considerably. On item 7 relating to training students in applying and interviewing for jobs, all counter-roles respondents show significant differences from the Vocational Agriculture teachers, not reporting as much of the activity taking place as do the teachers. The same situation applies to item 8 on giving information about where jobs can be obtained. All counter-role groups except parents show a similar orientation concerning up-to-date job placement records, item 34. The only item where there seems to be near consensus among the groups concerns encouraging qualified students to be vocational teachers. Only parents differ; and they report that Vocational Agriculture teachers engage in the activity to a greater extent than reported by the teachers themselves. In all other differences, the latter group report the greater amount of activity.

Counter-role normative expectations about post high school placement of students differ significantly from those of Vocational Agriculture teachers somewhat less often than do activity cognitions. Four of the counter-roles show significant disagreement with the vocational teacher on three items, the teachers generally

TABLE 19. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR ASSISTING IN POST HIGH SCHOOL PLACEMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words1/	Instrument2/	Respondent positions3/						
		Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
7. Train students in applying and interviewing for jobs	a	2.0	3.3*	3.1*	3.2*	2.5*	2.8*	3.2*
	n	1.5	1.9	1.7	2.0*	1.6	1.8	1.6
	a-n	#	#	#	#	#	#	#
8. Give information on where jobs can be obtained	a	1.9	3.0*	3.1*	3.1*	2.7*	2.7*	3.1*
	n	1.4	1.8*	1.8*	2.0*	2.0*	1.7	1.6
	a-n	#	#	#	#	#	#	#
15. Encourage qualified students to be vocational teachers	a	2.6	2.7	2.7	3.1	2.1*	2.3	2.7
	n	2.2	2.1	2.3	2.6	1.7*	2.0	2.3
	a-n	#	#	#	#	#		
34. Maintain up-to-date job placement records	a	2.2	3.6*	4.1*	3.3*	2.6	3.4*	3.8*
	n	1.5	2.0*	2.6*	2.6*	2.3*	2.2*	1.5
	a-n	#	#	#	#		#	#
60. Maintain employer contacts for job placements	a	2.0	2.6*	3.1*	2.9*	2.5	2.4	3.1*
	n	1.5	1.8*	2.3*	2.4*	2.3*	1.6	1.7
	a-n	#	#	#	#		#	#
68. Emphasize importance of college to students	a	1.4	2.1*	2.2*	1.6	1.5	2.0*	2.2*
	n	1.4	1.8*	1.6	1.3	1.2	1.9*	1.6*
	a-n		#	#	#	#		#

Footnotes are shown following Table 15.

feeling that they should engage in the activities more than is expected by those in the counter-roles. Administrators show consensus with the vocational teacher on all items except the one pertaining to emphasizing the importance of college (item 68). Counselors, like administrators, differ from these vocational teachers on the extent to which the importance of college should be emphasized to vocational students. Neither counselors nor administrators feel that it should be done to the extent indicated by the teachers. Disparities exist between activity cognitions and normative expectations of the six items in this content category. In all cases, normative expectations are higher (i.e., closer to always) than are activity cognitions.

The legitimacy of administrators is again the only legitimacy granted by the Vocational Agriculture teachers in matters pertaining to post high school placement of students.

Establishing Working Conditions and Facilities

The content category, "Establishing Working Conditions and Facilities," in Table 20 contains only four items. Counter-role activity cognitions differ from those of Vocational Agriculture teachers on all four items with five of the six counter-roles displaying significant differences from the vocational teachers on item 13 concerning class load. On this item, activity cognitions of Vocational Agriculture teachers are significantly higher (nearer to 1 or "always") than those of parents and of both student groups; significantly lower, however, than those of counselors and administrators. All those in the sampled counter-roles except for vocational students and parents are less inclined than the teachers to believe that vocational teachers show as much concern about academic freedom as other teachers. Non-vocational teachers overestimate, and vocational students underestimate the extent to which vocational teachers discourage other uses of their vocational classroom (item 23). On item 27, non-vocational teachers apparently underestimate while parents overestimate the extent to which vocational teachers teach academic subjects in special situations.

TABLE 20. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR ESTABLISHING WORKING CONDITIONS AND FACILITIES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
13. Have a lower class load than non-vocational teachers	a	2.2	2.1	3.4*	2.9*	3.7*	1.8*	1.5*
	n	1.8	2.8*	2.7*	2.5*	2.7*	2.4*	2.9*
	a-n	#	#	#	#	#		#
23. Discourage other use of vocational classrooms	a	3.3	2.6*	3.5	4.1*	2.8	2.5	3.1
	n	3.0	2.7	3.3	3.5	2.7	2.8	3.5
	a-n							
27. Teach academic subjects in special situations	a	4.0	4.8*	3.9	3.8	3.2*	4.5	4.5
	n	3.8	3.3*	3.2*	3.0*	3.2*	3.8	2.5*
	a-n		#	#	#			#
38. Are as concerned re academic freedom as other teachers	a	1.9	2.6*	2.5*	2.2	1.7	2.6*	2.7*
	n	1.5	1.5	1.7	1.9*	1.5	1.4	1.5
	a-n		#					

Footnotes are shown following Table 15.

Counter-role normative expectations reveal a different pattern from activity cognitions. All of the sampled counter-roles appear to feel that vocational teachers should quite frequently have lower class loads than other teachers (item 13). However, all indicate that this should occur significantly less frequently than is suggested by vocational teachers. The only other item where significant differences concerning normative expectations appear for more than one counter-role is in item 27 about vocational teachers teaching academic subjects on special occasions. People in five of the six counter-roles are more inclined than the teachers to believe that this should occur.

In terms of disparities between activity cognitions and normative expectations within each position, the items named in the preceding paragraph appear to be significant. Counselors, non-vocational teachers, and administrators apparently feel that class loads for vocational teachers should be increased while the other respondent groups indicate that they should be reduced. Non-vocational teachers, administrators, and both student groups feel that vocational teachers should teach academic subjects in special situations more frequently than they actually do.

Out of all the counter-role groups only administrators are accepted as legitimate sources of expectations and cognitions about working conditions and facilities.

Arranging Financial Matters

The content category on financial arrangements shown in Table 21 contains five items. Activity cognitions of counter-roles differ from those of Vocational Agriculture teachers to a considerable degree on three, and to a lesser degree on another item. On the remaining item (61) concerning consultation with the state office on equipment orders, there is complete consensus. All counter-role personnel except administrators on item 9 apparently overestimate the extent to which the Vocational Agriculture teacher informs the state office when the local budget is inadequate. The teacher thinks that this is rarely done and is supported in this view by administrators. Whereas the vocational teacher indicates he is infrequently paid for on-the-job travel, all the counter-roles reveal expectations that he is more frequently paid for such travel (see item 36). Respondents in four counter-positions differ significantly from vocational teachers in perceptions of the extent to which vocational teachers are paid more than others with comparable training. Non-vocational teachers, counselors, and administrators think that this occurs more frequently than do the vocational teachers while non-vocational students hold the opposite opinion. Vocational students and parents, the only groups agreeing with vocational teachers on the preceding items, are also the only groups not in agreement with the Vocational Agriculture teachers on the extent to which they try to get school board support for budgets.

Counter-role normative expectations differ from those of Vocational Agriculture teachers on four of the five questions with the greatest number of differences appearing on item 2 dealing with pay scale differentials. All six counter-role occupants are significantly less willing than the teachers to endorse the idea that vocational teachers should be paid more than others with comparable training. The counter-role personnel are generally more willing than the teachers themselves to support the statement that Vocational Agriculture teachers should inform the state office when local budgets are inadequate. Likewise, they are even more inclined to believe that on-job travel expenses should be reimbursed. Three counter-roles (parents and both groups of students) think that vocational teachers should try to get school board support for the vocational education budget.

Significant intra-positional disparities between activity cognitions and normative expectations appear most often on items: 2 relating to pay differentials, 9 on informing the state office when a local budget is inadequate, and 36 about reimbursement for on-job travel. Normative expectations are consistently higher that activity cognitions (closer to 1) except for item 2 concerning vocational teachers being paid more than others with comparable training. The non-vocational teachers, counselors, and administrators feel that this should occur less often than it actually

TABLE 21. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR ARRANGING FINANCIAL MATTERS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions[3]						
Item number and key words[1]	Instrument[2]	Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
2. Paid more than others with comparable training	a	2.4	1.7*	3.8*	2.9	2.6	1.7*	1.4*
	n	1.6	3.7*	3.8*	2.4*	2.5*	3.3*	3.6*
	a-n	#	#		#		#	#
9. Inform state office when local budget inadequate	a	4.2	2.8*	3.4*	3.5*	2.7*	2.9*	3.7
	n	3.1	2.1*	2.1*	2.1*	1.7*	2.8	3.0
	a-n	#	#	#	#	#		#
36. Are paid for on-job travel	a	5.0	2.6*	3.2*	3.3*	3.4*	2.7*	3.3*
	n	2.7	2.0*	2.3	2.3	1.8*	2.1	2.4
	a-n	#	#	#	#	#		#
39. Try to get school board support for budget	a	2.8	2.2	2.5	2.2*	1.6*	2.4	3.4
	n	2.5	2.2	1.8*	1.7*	1.2*	2.3	3.0
	a-n			#	#	#		
61. Consult state office first on equipment orders	a	3.0	3.3	3.2	2.8	2.9	2.9	3.3
	n	3.0	2.9	2.8	2.7	2.6	3.0	2.9
	a-n							

Footnotes are shown following Table 15.

does, while the vocational teachers and vocational students feel it should occur more often than it actually does. Parents and non-vocational students have different activity cognitions and normative expectations on this item. The fewest disparities between the activity and normative levels are found in counselors' responses and the most in the responses of vocational students'.

Relating Generally with Local and State Administration

In this category of seven items regarding relational and communication patterns in Table 22, counter-role activity cognitions differ from those of Vocational Agriculture teachers to some extent on all items; however, these differences are more highly concentrated on three items: 10 on checking with administrators prior to discussing issues, 11 on informing administrators on matters discussed by state office, and 65 on using state office to get positions in other schools. Activity cognitions of the Vocational Agriculture teachers are higher (nearer to "always") than those of counter-roles on these items. All of the responses rank about midway on vocational teachers influencing decisions of state office (item 14) and on reporting work problems to the state office (item 45). Only students (both vocational and non-vocational) differ on item 45 regarding reporting work problems to local administrators, being less inclined to do so.

With one exception, there is a relatively high degree of consensus of the counter-roles with the Vocational Agriculture teacher concerning normative expectations. Vocational teachers are inclined to believe they should almost always go through the state office to get positions in other schools. According to all those in counter-roles, they should do this less frequently than the teachers feel they should.

Intra-positional disparities also exist between activity cognitions and normative expectations for five respondent groups on items 10, 14, 43, and 44, all of which are focused on state and local administration relationships. Disparities appear most frequently for the non-vocational teacher and for both student groups. They are least frequent for parents and counselors, in only one out of sevel items. In all instances, normative expectations are higher (i.e., nearer to "always") than are activity cognitions.

Vocational Agriculture teachers recognize only the expectations and cognitions of administrators as being legitimate and grant this legitimacy on only four of the seven items.

TABLE 22. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR RELATING GENERALLY WITH LOCAL AND STATE ADMINISTRATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
10. Check with administrators prior to discussing issues	a	1.7	2.6*	3.1*	2.8*	1.8	2.3*	2.9*
	n	1.5	1.6	2.0*	2.3*	1.7	1.5	1.1*
	a-n		#	#	#		#	#
11. Inform state office on matters discussed by administrators	a	2.8	3.3	3.4*	3.2	2.3*	2.7	3.0
	n	2.5	2.4	2.6	2.6	2.2	3.0	2.7
	a-n		#	#	#			
14. Inform administrators on matters discussed by state	a	1.9	2.8*	3.0*	2.8*	2.2	2.5*	2.6*
	n	2.0	1.6*	2.2	2.3	1.6*	2.0	1.5*
	a-n		#	#	#	#		#
43. Influence decisions of state office	a	3.5	3.5	3.7	3.7	2.8*	3.0	3.6
	n	2.8	2.7	2.9	2.9	2.4*	2.4	2.4*
	a-n	#	#	#	#			#
44. Report work problems to local administrators	a	2.2	2.2	3.1*	3.3*	2.1	2.2	2.4
	n	1.7	1.8	2.0	2.4*	2.0	1.8	1.5
	a-n	#	#	#	#			#
45. Report work problems to state office	a	3.4	3.1	4.2*	3.8	3.0	2.9	3.4
	n	2.8	2.9	3.1	3.0	2.7	2.8	3.0
	a-n	#		#	#			
65. Use state office to get positions in other schools	a	1.4	2.7*	3.0*	3.2*	2.6*	2.0*	2.5*
	n	1.3	2.7*	2.6*	2.8*	2.6*	2.2*	2.3*
	a-n							

Footnotes are shown following Table 15.

Developing the Image of Vocational Education

Ten items appear under the category on development of the image of vocational education, shown in Table 23. Counter-role activity cognitions differ from those of Vocational Agriculture teachers to some degree on all ten items. All counter-role responses show significant differences from the Vocational Agriculture teachers in two areas: having adult classes when local groups want them and initiating contact with the public more than other teachers. The teachers think they do both more often than the counter-role respondents believe they do. Five counter-role groups differ from the Vocational Agriculture teachers on five items, including ones about working to improve the image of the field in the community (57) and using local contacts to develop programs (64). Again, the Vocational Agriculture teachers are inclined to think they engage in these activities to a greater extent than is attributed to them by the others in the sample of counter-roles. All of the remaining items show significant differences on the part of three or four counter-roles. Non-vocational teachers and non-vocational students differ from vocational teachers on all items. With the exception

of parents who differ somewhat less often, the remaining groups differ from vocational teachers on at least six of the ten items. In all instances, activity cognitions of vocational teachers are higher than those of counter-roles.

Counter-role normative expectations on the development of an image differ from those of Vocational Agriculture teachers to a somewhat lesser extent than do their activity cognitions, although some disparities show up for all ten items. All counter-role representatives differ from the vocational teacher about item 63,

TABLE 23. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR DEVELOPING THE IMAGE OF VOCATIONAL EDUCATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions[3/]						
Item number and key words[1/]	Instrument[2/]	Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
3. Deal with influential community members more than other teachers	a	2.2	3.0*	3.4*	2.4	2.6	2.9*	2.5
	n	1.8	3.5*	3.2*	2.1	2.5*	3.4*	3.3*
	a-n	#	#					#
33. Develop good relationships with other teachers	a	1.4	2.2*	2.1*	1.8	1.5	2.4*	2.6*
	n	1.1	1.6*	1.6*	1.5*	1.3	1.5	1.2
	a-n	#	#	#	#		#	#
40. Have adult classes when local groups want them	a	1.7	2.9*	3.3*	2.6*	2.4*	2.3*	2.5*
	n	1.4	1.9*	1.9*	2.0*	2.1*	1.9*	1.8
	a-n	#	#	#	#			#
50. Behave appropriately in public places	a	1.3	1.7*	1.8*	1.6	1.2*	1.7	1.8
	n	1.1	1.2	1.3*	1.3	1.1	1.2	1.1
	a-n	#	#	#	#		#	#
52. Send articles on activities to local newspapers	a	1.9	2.3*	2.8*	2.3*	2.0	2.2	2.1
	n	1.6	1.6	2.0*	1.6	1.5	1.8	1.6
	a-n	#	#	#				
57. Work to improve image of field in community	a	1.4	2.1*	2.4*	1.8*	1.5	2.0*	2.2*
	n	1.1	1.4*	1.4*	1.3	1.2	1.4*	1.2
	a-n	#	#	#	#	#	#	#
62. Avoid participating in controversial groups	a	1.8	2.6*	3.0*	3.0*	2.0	2.3	2.6*
	n	1.7	2.1*	2.7*	2.5*	2.0	2.2	1.8
	a-n		#		#			#
63. Initiate contact with public more than others	a	1.5	2.6*	3.2*	2.3*	2.0*	2.1*	2.3*
	n	1.5	2.9*	2.5*	1.9*	2.2*	2.8*	2.6*
	a-n			#				
64. Use local contacts to develop program	a	1.7	2.4*	3.2*	2.5*	2.1	2.3*	2.5*
	n	1.5	2.2*	2.6*	2.3*	2.0*	2.1*	2.1*
	a-n	#		#				#
67. Perform free services as part of their job	a	2.0	2.7*	3.3*	2.2	2.6*	2.4	2.4
	n	2.6	3.3*	3.0	2.3	3.3*	3.1	2.8
	a-n	#	#			#	#	

Footnotes are shown following Table 15.

"Initiate contact with the public more than others" and item 64, "Use local contacts to develop programs." Vocational teachers think they should do these things more than do those in the counter-roles. Five counter-role responses are significantly different from vocational teachers on item 3, "Deal with influential community members more than other teachers" and on item 40, "Have adult classes when local groups want them." The Vocational Agriculture teachers think they should engage in these activities more than do the counter-role observers.

Intra-positional disparities between activity cognitions and normative expectations tend to be concentrated on items dealing with developing good relations with other teachers (item 33), having adult classes when local groups want them (item 4), behaving appropriately in public places (item 50), and performing free services (item 67). Except for the last item mentioned, normative expectations are consistently higher, indicating a desire for more of the activity than is perceived to exist. With respect to performance of free services as a part of the vocational teaching job, however, non-vocational teachers, parents, and counselors apparently agree with vocational teachers that this practice should be curtailed somewhat from its present level. Administrators also tend to agree, but their activity cognitions and normative expectations do not vary on this issue. In general, intra-positional disparities occur most frequently in the responses of the Vocational Agriculture teachers, non-vocational teachers, and administrators (here, eight out of ten items) and least frequently for parents and counselors.

The administrator group is again the only one recognized as having a legitimate right to normative expectations and activity cognitions concerning the development of an image. The only item of the ten not included in this is "Perform free services as part of their job."

Seeking In-service Professional Development

In the tenth content category on seeking in-service professional development shown in Table 24, counter-role activity cognitions differ substantially from those of Vocational Agriculture teachers on four out of five items. Differences appear in five inter-positional comparisons of activity cognitions on three items: taking courses to keep methods up to date (item 53), attending short courses to update knowledge (item 54), and being active in professional education groups (item 56). On the item concerned with the seeking of training in public and human relations, four of the six counter-roles show significant differences from the Vocational Agriculture teacher. The vocational teachers think they carry on such activities to a greater extent than do

TABLE 24. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL AGRICULTURE TEACHERS CONCERNING THEIR SEEKING IN-SERVICE PROFESSIONAL DEVELOPMENT

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions[3]						
Item number and key words[1]	Instrument[2]	Vo.Ag. Tchr	NVT	NVS	VS	Par	C	Adm
51. Seek training in public and human relations	a	1.9	2.7*	2.6*	2.3	1.8	2.5*	2.5*
	n	1.5	1.7	1.9*	1.9*	1.4	1.5	1.6
	a-n	#	#	#	#	#	#	#
53. Take courses to keep methods up to date	a	1.7	2.6*	2.9*	2.7*	2.0	2.6*	2.8*
	n	1.5	1.8*	1.7*	2.0*	1.8*	1.8*	1.6
	a-n		#	#	#		#	#
54. Attend short courses to update knowledge	a	1.7	2.6*	2.8*	2.4*	2.1	2.3*	2.4*
	n	1.4	1.7	1.7	1.8	1.7	1.7	1.6
	a-n	#	#	#	#	#	#	#
55. Take counseling or guidance courses	a	3.2	3.6	3.0	3.1	2.2*	3.3	3.6
	n	2.4	2.3	2.0	2.3	2.1	1.9	2.1
	a-n	#	#	#	#		#	#
56. Are active in professional education groups	a	2.0	2.9*	3.4*	3.0*	2.4	2.9*	2.9*
	n	1.7	1.8	2.4*	2.6*	2.3*	1.7	1.5
	a-n		#	#	#		#	#

Footnotes are shown following Table 15.

the people in the counter-roles. Counter-roles revealing the greatest number of differences are non-vocational students, non-vocational teachers, counselors, and administrators.

On normative expectations, fewer variations appear. Five counter-roles display significant differences from the Vocational Agriculture teacher on item 53, "Take courses to keep methods up to date." Vocational Agriculture teachers think they should do this more than the others do. Three counter-role groups show discrepancies on whether vocational teachers should be active in professional education groups; and two on seeking training in public and human relations. The counter-role personnel think that these items should be done less than the vocational teacher do.

On disparities between activity cognitions and normative expectations within the sampled positions, normative responses are higher (closer to "always") than activity cognition responses. Parents reveal only one such intra-group disparity. All of the other counter-roles have significant differences between activity cognitions and normative expectations on all five items in the content category.

The Vocational Agriculture teachers are willing to grant legitimacy to the counter-role expectations and cognitions of administrators on all items concerned with professional development in the field.

EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS

Tables 25 through 34 present findings relative to activity cognitions and normative expections of Trade and Industrial Education teachers. The format of presentation is the same as was used in the preceding section with Vocational Agriculture teachers and is outlined in detail earlier in this chapter following the heading "Expectations of Vocational Teacher Activity."

Seeking Advice in Curriculum Orientation

Within role content category I, "Guidance in Curriculum Orientation," shown in Table 25, counter-role activity cognitions differ from those of the Trade and Industrial teachers on all eight items. In response to each item, the Trade and Industrial teacher report more extensive activity than that perceived by all other counter-roles with the exception of parents. On two items, 30 and 49, parents indicate that the Trade and Industrial teachers consult state personnel before changing courses and seek public support before changing program more than the teachers in question report doing. Non-vocational students differ most frequently with the Trade and Industrial instructors,--on eight items; vocational students differ on five items. Those differing least are non-vocational teachers and administrators.

Counter-role normative expectations show differences with the Trade and Industrial teacher's on all eight items concerned with guiding the curriculum. The counter-role respondents express less desire for the vocational teacher to engage in the designated activities than does the teacher himself. Vocational students disagree with the Trade and Industrial teacher on seven items, followed closely by the non-vocational student (six items), non-vocational teachers, parents, counselors (two items each) and administrators (one item).

Differences between activity cognitions and normative expectations are fewer than those described as existing between positions; i.e., there is more intro-group consensus than inter-group consensus. Generally speaking, disparities exist among counter-role responses on normative expectations in equal frequency to those on activity cognitions. Vocational teachers provide the highest number of intra-group disparities with six, followed by non-vocational students with five. Parents with no such differences provide the fewest.

TABLE 25. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR SEEKING ADVICE IN CURRICULUM ORIENTATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
18. Obtain parents' opinions on what is to be taught	a	3.6	3.9	4.1*	4.2*	2.8*	4.4*	4.0
	n	2.9	3.0	3.1	3.2	2.3*	3.5*	3.3*
	a-n	#	#	#	#		#	#
30. Consult state personnel before changing courses	a	2.5	2.4	3.0*	2.6	1.7*	2.1	1.7*
	n	1.8	2.2	2.5*	2.8*	1.5	1.8	2.1
	a-n	#		#				
35. Consult local administration before changing courses	a	2.2	2.1	2.5*	2.6	1.7	2.3	2.1
	n	1.6	1.6	2.2*	2.5*	1.5	1.3	1.2
	a-n	#	#				#	#
46. Consult non-official sources on possible curriculum changes	a	3.0	3.2	3.7*	4.0*	3.2	3.0	3.2
	n	2.2	2.5*	3.1*	3.6*	2.6	2.6	2.3
	a-n	#	#	#				#
49. Seek public support before changing program	a	3.1	3.5	3.7*	4.0*	2.7	3.5	3.2
	n	2.2	2.7*	3.3*	3.1*	2.5	2.7*	2.4
	a-n	#	#		#		#	#
69. Seek state office guidelines on program	a	2.2	2.4	3.2*	2.8*	1.7*	2.3	2.2
	n	1.8	2.0	2.5*	2.5*	1.8	2.0	2.0
	a-n	#	#	#				
37. Rely on local administration re no. & type of adult classes	a	2.6	2.7	3.1*	3.0	1.9*	2.8	2.6
	n	2.7	2.7	2.8	3.1*	2.1*	2.4	2.3
	a-n							
59. Consider local administration on no. of outside activities	a	2.0	2.3*	2.7*	2.7*	1.6	2.6*	2.2
	n	1.5	1.8	2.3*	2.5*	1.7	1.3	1.7
	a-n	#	#	#			#	#

[1] Items are shown in their complete form in Appendix A.

[2] Instruments are designated as follows: a, activity cognitions; n, normative expectations; a-n, a comparison between activity cognition and normative expectation responses for each respondent position.

[3] Positions are indicated as follows: T&I Tchr, Trade and Industrial Education teacher; NVT, non-vocational teacher; NVS, non-vocational student; VS, vocational student; Par, parent; C, counselor; Adm, administrator.

* Asterisk indicates the group response differs significantly ($p < .05$) from that of Trade and Industrial Education teachers.

# Number sign indicates activity cognition responses differ significantly ($p < .05$) from normative expectation responses in the comparison immediately above the symbol.

In summary, vocational and non-vocational students are involved in the greatest number of differences (both intra- and inter-group) in relation to behaviors within this content category, while administrators, parents, and counselors provide the fewest. All eight items disclose disparities on both activity cognitions and normative expectations, the latter being the more frequent.

Administrators are the only counter-role group whose normative expectations and activity cognitions concerning the Trade and Industrial teachers are accepted as legitimate by the teachers themselves, at least in the area of guidance in curriculum orientation.

Developing Curriculum Content and Objectives

Within content category II, "Developing Curriculum Content and Objectives," as shown in Table 26, one or more counter-role activity cognitions differ from those of the Trade and Industrial

TABLE 26. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR DEVELOPING CURRICULUM CONTENT AND OBJECTIVES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum).

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
5. Have objective to train non-college oriented students	a	2.1	2.4*	2.7*	3.0*	2.8*	2.3	2.6*
	n	2.1	2.3*	2.6*	3.0*	2.5	2.3	2.7*
	a-n							
21. Keep course content up-to-date	a	1.5	2.0*	1.7	1.5	1.3	2.3*	1.7*
	n	1.1	1.1	1.2	1.2	1.0	1.1	1.1
	a-n	#	#	#	#	#	#	#
25. Emphasize shop instruction most	a	2.2	2.6*	3.1*	3.3*	3.2*	2.0	2.2
	n	2.5	2.7	3.1*	3.2*	3.1*	2.7	2.4
	a-n							
26. Discuss development of good study habits	a	2.3	3.4*	3.4*	3.2*	1.8*	3.5*	3.1*
	n	1.4	1.6	2.3*	2.0*	1.3	1.7	1.6
	a-n	#	#	#	#	#	#	#
28. Have objective of employment after graduation	a	1.3	2.0*	2.1*	1.9*	1.7*	2.1*	1.9*
	n	1.3	1.9*	1.8*	2.0*	1.5	1.7*	1.8*
	a-n							
29. Emphasize learning communication skills	a	1.8	2.8*	2.8*	2.1	1.7	2.9*	2.3*
	n	1.3	1.5	2.0*	1.9*	1.4	1.2	1.4
	a-n	#	#	#			#	#
32. Emphasize practical skill# more than theory	a	3.1	2.7	3.2	3.6*	2.7	2.9	2.9
	n	3.1	2.9	3.4	3.1	2.7	3.3	2.9
	a-n				#			
47. Emphasize training for local manpower needs	a	2.6	3.1*	3.4*	3.7*	2.5	3.2*	3.1*
	n	2.4	2.7	3.0*	3.1*	2.5	2.6	2.5
	a-n		#	#	#			#
48. Emphasize training for national manpower needs	a	3.1	3.3	3.5*	3.7*	2.7	3.4	3.6*
	n	2.4	2.7	2.6	2.9	2.4	2.5	2.7
	a-n	#	#	#	#		#	#
58. Emphasize latest techniques in field	a	1.8	2.4*	2.7*	2.6*	1.8	2.9*	2.6*
	n	1.4	1.8*	1.8*	2.0*	1.6*	1.6	1.8*
	a-n	#	#	#	#		#	#

Footnotes are shown following Table 25.

teacher on every item. On two items all counter-role representatives disagree with the Trade and Industrial teacher; these are item 26, "Discuss Development of Good Study Habits" and item 28 "Have Objective of Employment After Graduation." In both cases, the teacher reports that he engaged in the activity to a greater extent than does any counter-role respondent. Vocational and non-vocational students, as well as non-vocational teachers and administrators, differ most frequently with the Trade and Industrial teacher--eight items each--while parents differ the least, on four items.

Counter-role normative expectations differ from those of the Trade and Industrial teacher on seven of the ten items. Items 28, 58, which are concerned with after-graduation employment and emphasizing latest techniques, elicit the greatest number of disagreements (five), while items 21, 32, and 48 elicit no disagreements. Again, on all items where such differences occur, the Trade and Industrial instructor's response is higher (closer to a score of 1) than those of all counter-roles. Greatest disparity among the counter-role expectations is centered in responses of vocational and non-vocational students (seven each), while counselors exhibit the least disparity (one) in norms when compared to Trade and Industrial teachers.

Considering differences between counter-role responses and those of Trade and Industrial teachers and the differences between activity cognitions and normative expectations within each group, the former exceeds the latter to a substantial degree. Within each counter-role, the normative expectations are higher, closer to a score of 1, than are activity cognitions on all items except for four: 5, 25, 28, and 32. On item 25--"Emphasize Shop Instruction Most"--non-vocational teachers, counselors, administrators, and the Trade and Industrial teachers feel that such activity is practiced somewhat more than it should be. It may be noted, however, that on the four items where activity cognition responses are higher than responses for normative expectations, the disparity between the two is never significant.

Intra-group disagreements are widely spread among the counter-roles. Non-vocational teachers, non-vocational students, vocational students, and administrators have six each; parents have only two such intra-group differences. Disparities found primarily among the vocational and non-vocational students (fifteen each), are from the Trade Industrial teachers' response closely followed by non-vocational teachers and administrators (eleven each). The fewest such disparities are found in the responses of parents (six times) and counselors (seven times). In summary, vocational and non-vocational students show up with the greatest number of differences within this content category while parents are the counter-role group least frequently displaying such differences.

Administrators' normative expectations and activity cognitions about curriculum content and objectives are the only ones accepted as legitimate by Trade and Industrial teachers. This is true for seven of the ten items in the category.

Choosing Methods and Procedures of Instruction

Within the behavior category III, "Choosing Methods of Procedures and Instruction", shown in Table 27, counter-role activity cognitions differ from those of the Trade and Industrial teacher on each of the ten items. With the exception of item 70, "Allow students more freedom," the Trade and Industrial teacher reports

TABLE 27. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR CHOOSING METHODS AND PROCEDURES OF INSTRUCTION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
1. Use different instructional methods	a	2.0	2.8*	2.7*	2.6*	2.3	2.6*	2.7*
	n	1.8	2.3*	2.2*	2.2	2.5*	2.2*	2.1*
	a-n	#	#	#	#		#	#
4. Require making up work missed for contests, etc.	a	2.1	3.2	3.7*	3.2	2.7	3.8*	3.4
	n	2.1	1.7*	2.6	2.5	1.9	1.8	1.7*
	a-n	#	#	#	#	#	#	#
6. Have same grading system as others	a	2.7	3.4*	3.5*	3.3*	2.0*	3.2*	3.1
	n	2.7	2.6	3.2*	3.7*	1.7*	2.8	3.0
			#					
12. Minimize student absences for contests, etc.	a	2.0	2.6*	2.8*	2.6*	1.7	2.8*	2.2
	n	1.6	1.7	2.3*	2.4*	1.9	1.6	1.6
	a-n	#	#	#			#	#
17. Talk with students more than other teachers	a	2.0	3.3*	3.0*	2.6*	2.8*	3.3*	3.2*
	n	1.9	3.2*	2.9*	2.6*	3.1*	2.6*	3.0*
	a-n							
20. Keep teaching methods current	a	1.4	2.1*	1.7	1.5	1.2*	2.5*	2.1*
	n	1.1	1.1	1.2	1.2	1.0	1.1	1.2
	a-n	#	#	#		#	#	#
22. Keep equipment current	a	1.5	1.7*	1.8*	1.4	1.3*	2.2*	1.8*
	n	1.1	1.2*	1.3*	1.2*	1.0	1.1	1.2*
	a-n	#	#	#	#	#	#	#
24. Prepare as well for presentations as other teachers	a	1.7	2.3*	2.6*	2.3*	1.5	2.3*	2.4*
	n	1.3	1.1*	1.7*	2.0*	1.3	1.1	1.3
	a-n	#	#	#		#	#	#
31. Prepare and follow a teaching plan	a	2.5	3.1*	3.4*	3.3*	1.8*	3.3*	3.0*
	n	1.8	2.2	2.6*	3.2*	1.7	1.9	1.9
	a-n	#	#	#			#	#
70. Allow students more freedom	a	3.4	2.9*	3.5*	3.6	5.2*	2.6*	3.0
	n	3.5	4.2*	4.1*	3.3	4.9*	3.9	4.0
	a-n		#	#			#	#

Footnotes are shown following Table 25.

he engages in each activity more than all counter-role groups except parents perceive him as doing. In response to items 6, 20, 22, and 31, parents' activity cognitions are higher than those of Trade and Industrial teachers. Item 70 presents a reverse picture in comparison with the other nine items within this content category. In response to teachers allowing students more freedom, non-vocational teachers and counselors feel that the Trade and Industrial Education instructor engages in this activity more than the instructor indicates in response to the same question. Administrators also differ with Trade and Industrial teachers on this item, but the difference is not statistically significant. Once again, parents deviate from other counter-roles in saying that Trade and Industrial teachers very seldom allow students more freedom.

Normative expectations differ between counter-roles and Trade and Industrial teachers on nine of these ten items. Item 20 on keeping teaching methods current is the only exception. On each of these items, all counter-role responses express less expectation for Trade and Industrial teachers to engage in the designated activities than do the responses of the teachers themselves, the only exceptions being non-vocational teachers' response to item 24 and parents' response to item 6.

Considering intra-group disparities, i.e., those between activity cognitions and normative expectations, most of the latter are higher than activity cognition responses. The important exceptions are clustered on item 70 concerning freedom for students, non-vocational teachers, non-vocational students, counselors, and administrators indicating that freedom should be curtailed in relation to its perceived existence. Two other notable exceptions where the cognition is higher than expectation are non-vocational teachers' responses about item 6 on grading and administrators' responses to item 4, about making up work. Vocational students and parents provide the fewest intra-group disparities, three and four respectively, and non-vocational teachers reveal the greatest number of such differences on nine out of ten items. Non-vocational students, counselors, and administrators follow closely with eight each. In general, non-vocational teachers and non-vocational students, followed by counselors and administrators, account for the greatest number of discrepancies within this content category. Such differences, however, are farily evenly distributed among all counter-roles.

Only the administrators among the six counter-role groups are accepted by the teachers as a legitimate source for expectations and cognitions concerning their methods and procedures of instruction. This is true for eight of the ten items in the category.

Influencing Recruitment and Assignment of Students

Content category IV on recruitment and assignment of students (Table 28) consists of five items, all of which elicit counter-role activity cognitions significantly different from those of the Trade and Industrial teacher. In response to each, the teacher reports more extensive activity than is perceived by all counter-role personnel. Parents and vocational students are the only exceptions when responding to item 16, "Control Who Can Enroll In The Program." Vocational and non-vocational students account for the greatest number of these differences (five items each), followed by non-vocational teachers and counselors (four items each) while the fewest are between Trade and Industrial teachers and parents, (two items).

Counter-role normative expectations also differ with those of the Trade and Industrial teacher on all five items. In every case the normative response of the Trade and Industrial teacher is closer to a score of 1, indicating that counter-role responses express less deisre for Trade and Industrial teachers to engage in these activities than the teachers themselves do. Once again, vocational students, non-vocational students, and administrators account for the greatest number of differences, five each, followed by parents and counselors with four each. The fewest disagreements (three) occur between non-vocational teachers and the Trade

TABLE 28. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR INFLUENCING RECRUITMENT AND ASSIGNMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
16. Control who can enroll in program	a	3.1	2.8	3.7*	2.7*	2.4*	2.8	2.6
	n	1.6	2.2*	2.9*	2.4*	2.0*	2.5	2.2*
	a-n	#	#	#				
19. Advise parents of benefits of vocational education	a	2.6	3.0*	3.3*	3.4*	2.4	3.3*	2.9
	n	1.5	1.8	1.9*	2.3*	1.7	1.7	1.8*
	a-n	#	#	#	#	#	#	#
41. Insist all students have ability to succeed in work	a	2.3	3.2*	3.8*	3.0*	2.2	2.8*	2.9*
	n	1.5	2.4*	2.9*	2.6*	2.1*	2.5*	2.4*
	a-n	#	#	#	#	#	#	#
42. Encourage high ability students to take classes	a	1.9	3.0*	3.7*	2.9*	2.4	2.6*	2.9*
	n	1.5	2.7*	3.0*	2.6*	2.4*	2.5*	2.4*
	a-n	#	#	#	#	#	#	#
66. Suggest counselors admitting poor students change policies	a	2.1	2.8*	3.7*	3.5*	2.8*	3.1*	3.3*
	n	1.5	2.5*	2.6*	2.9*	2.5*	2.5*	2.9*
	a-n			#				

Footnotes are shown following Table 25.

and Industrial Education teachers.

Inter-group and intra-group disparities on activity cognitions are equal in number, but inter-group differences on normative expectations exceed those between normative expectations and activity cognitions within any group; i.e., generally the greatest disparity is found when comparing Trade and Industrial teachers' normative expectations with those of the counter-roles. The greatest number of both inter- and intra-group disparities involve the non-vocational student, followed closely by the vocational student. Parents again account for the fewest.

The legitimacy of the local school administrators as a source of role definition is accepted by the Trade and Industrial teachers on all five items concerned with recruiting and assigning students. No other counter-role is recognized as a legitimate source of expectations or cognitions.

Assisting in Post High School Placement of Students

The fifth category on post high school placement contains six items, (See Table 29). All of these show counter-role activity cognitions differing from those of the Trade and Industrial instructor. In each case, the teacher reports that he engages in the activity more than he is perceived as doing by any of the counter-role groups with the exception of parents in response to item 68 "Emphasize Importance Of College To Students." Non-vocational teachers, non-vocational students, and counselors show up with the greatest number of differences in activity cognitions from the teachers' responses. Parents reveal the fewest differences.

Normative expectations vary between the counter-roles and the Trade and Industrial teacher on each of the six items within this content category. Once again the vocational teacher has higher expectations (closer to a score of 1) than all counter-roles with the exception once more of parents on item 68. Vocational students' normative expectations differ from the Trade and Industrial teachers' on five items, followed by non-vocational teachers and non-vocational students with four items each. Counselors' expectations are the least different.

In comparing the differences between activity cognitions and normative expectations within each group between groups, the former tends to exceed the latter. For example on item 8 ("Give information on where jobs can be obtained") an intra-group disparity is found in all counter-role mean responses and in those of the Trade and Industrial teachers. For each group of respondents on every item, normative expectations are higher (closer to a score of 1) than activity cognition responses. Such intra-group disparities are most common among non-vocational teachers, non-vocational students,

TABLE 29. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR ASSISTING IN POST HIGH SCHOOL PLACEMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
7. Train students in applying and interviewing for jobs	a	1.9	2.3*	2.5*	2.8*	1.7	2.4*	2.6*
	n	1.2	1.3	1.4*	1.7*	1.2	1.3	1.3
	a-n	#	#	#	#	#	#	#
8. Give information on where jobs can be obtained	a	1.8	2.3*	2.5*	2.7*	2.4*	2.4*	2.3*
	n	1.3	1.3	1.5	1.8*	1.5	1.2	1.5
	a-n	#	#	#	#	#	#	#
15. Encourage qualified students to be vocational teachers	a	2.4	3.0*	3.3*	3.5*	2.1	3.0*	2.9*
	n	1.7	2.0*	2.5*	2.7*	1.8	1.7	1.9*
	a-n	#	#	#			#	#
34. Maintain up-to-date job placement records	a	2.2	3.1*	3.4*	2.9*	2.1	3.8*	3.1*
	n	1.4	1.7*	2.4*	2.3*	1.7	1.5	1.5
	a-n	#	#	#	#		#	#
60. Maintain employer contacts for job placements	a	1.8	2.4*	2.9*	2.3*	2.1	2.5*	2.3*
	n	1.3	1.6*	2.1*	2.1*	1.6*	1.4	1.5*
	a-n	#	#	#		#	#	#
68. Emphasize importance of college to students	a	2.0	2.8*	2.7*	2.2	1.5*	3.2*	2.3
	n	1.8	2.2*	1.9	1.7	1.4*	2.4*	2.1
	a-n		#	#	#		#	

Footnotes are shown following Table 25.

and counselors (six times each); parents, on the other hand, are involved in the fewest, only three items.

Generally, non-vocational teachers and non-vocational students reveal the greatest number of differences found in relation to the behavioral items within this content category; parents reveal the fewest differences. Significant inter- and intra-group disparities occur in all six items.

Only the administrators among the six counter-role groups are recognized by the teachers as having the legitimate right to expectations and cognitions concerning the post-high school placement of students. Even the administrators are not granted legitimacy on two of the six items.

Establishing Working Conditions and Facilities

The sixth content category on working conditions and facilities contains only four items, all of which exhibit counter-role activity cognitions which differ significantly from those of the Trade and Industrial teacher. (See Table 30) On the last three items, the

TABLE 30. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR ESTABLISHING WORKING CONDITIONS AND FACILITIES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
13. Have a lower class load than non-vocational teachers	a	2.0	2.0	2.9*	2.6*	3.0*	1.4*	1.4*
	n	1.3	2.3*	2.1*	2.3*	2.2*	2.1*	2.2*
	a-n	#		#	#	#		#
23. Discourage other use of vocational classrooms	a	2.0	2.7*	3.5*	3.5*	2.5	2.2	3.3
	n	1.6	2.2*	3.1*	3.1*	2.3*	2.7*	3.2*
	a-n	#						
27. Teach academic subjects in special situations	a	3.8	4.3*	3.7	3.7	2.9*	4.5*	4.7*
	n	3.5	3.3	3.0	3.3	2.7	3.3	3.4
	a-n		#	#			#	#
38. Are as concerned re academic freedom as other teachers	a	1.9	2.6*	2.8*	2.2*	1.9	2.9*	2.6*
	n	1.4	1.4	2.0*	2.0*	1.2	1.4	1.5
	a-n	#	#	#		#	#	#

Footnotes are shown following Table 25.

Trade and Industrial teacher reports more activity than is perceived by all counter-roles. On the other hand, item 13, "Having a Lower Class Load than Non-vocational Teachers," yields a higher activity cognition score, (closer to a score of 1). Disparity of activity cognitions in relation to Trade and Industrial teachers' responses is evenly spread among counter-roles. There are differences on three of the four items for each group except parents.

Counter-role normative expectations differ from those of the Trade and Industrial teacher on all items except item 27, concerning teaching academic subjects in special situations. The Trade and Industrial teacher expresses a higher interest in his engaging in this activity than do any of the counter-role groups. Counter-roles involved in the greatest number of normative differences are vocational and non-vocational students (three each), followed by all others with two such differences each.

In comparing the above inter-group disparities on activity cognitions and those on normative expectations, the former exceed the latter; i.e., there is more consensus on what should be done than on what is being done by the Trade and Industrial teacher. A notable exception is item 23, "Discourage other Use of Vocational Classrooms," where all counter-role norms differ from that of the Trade and Industrial instructor. Generally the inter-group differences tend to exceed intra-group differences between expectations and cognitions. Responses on normative expectations of every group including the Trade and Industrial teacher, are higher than their activity cognition response.

Arranging Financial Matters

Content category VII on financial arrangements (Table 31) is made up of five items, all of which reveal counter-role activity cognitions which differ from those of the Trade and Industrial teacher. For each item, the Trade and Industrial instructor reports less activity than is perceived by all counter-roles with exception of counselors' and administrators' responses to item 39. Parents differ with the vocational teachers on all of the five items, and non-vocational teachers differ least.

Counter-role normative expectations differ from those expressed by the Trade and Industrial teacher on all five items. Fifteen disparities are recorded, ten of which indicate the Trade and Industrial teacher possesses higher norm expectations than do respondents in the counter-roles. Parents are involved in four of these differences, the other counter-role groups having two or three each.

Considering disparities between activity cognitions and normative expectations for the role of the Trade and Industrial teacher, the average score of normative expectations is consistently higher (closer to a score of 1) than the average score on activity

TABLE 31. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR ARRANGING FINANCIAL MATTERS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/]						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
2. Paid more than others with comparable training	a	2.3	1.8*	3.7*	3.3*	3.5*	1.7*	1.6*
	n	1.7	4.0*	3.9*	3.2*	3.5*	4.3*	3.7*
	a-n	#	#				#	#
9. Inform state office when local budget inadequate	a	3.6	2.8*	3.2	2.7*	1.9*	3.7	3.7
	n	2.1	2.2	2.0	2.0	1.4*	2.7	3.2*
	a-n	#	#	#	#	#		
36. Are paid for on-job travel	a	5.1	2.8*	3.4*	3.5*	2.6*	3.1*	3.6*
	n	2.2	1.9	2.5*	2.2	1.8	1.6	2.3
	a-n	#	#	#	#	#	#	#
39. Try to get school board support for budget	a	2.5	2.7	2.7	2.5	1.6*	3.0*	3.2*
	n	1.7	2.1*	1.9*	1.9*	1.3*	2.8*	2.8*
	a-n	#	#	#	#	#		
61. Consult state office first on equipment orders	a	3.4	3.0	3.1	2.9	2.1*	3.4	3.3
	n	2.6	2.7	2.5	2.6	2.0*	3.0	2.5
	a-n	#		#				#

Footnotes are shown following Table 25.

cognitions. This is true for all counter-role groups on all items except for item 2, which is concerned with the pay of the Trade and Industrial teachers. On this item, the activity cognition average scores of non-vocational teachers, counselors, and administrators are higher than the scores for normative expectations. The Trade and Industrial teachers exhibit the greatest number of intra-group disparities (five) while non-vocational teachers and students have four each. Counselors reveal only three such disparities.

Parents are involved in the greatest number of differences within this content category. It should be noticed, however, that disparities are numerous and widespread. In comparison to other content categories, the one on Financial arrangements exhibits a relatively high number of differences between the responses of groups and between what is expected and what is perceived by each group.

Only the responses of administrators are granted legitimacy in the realm of financial arrangements. This is true for all items except item 61, "Consult State Office First on Equipment Orders."

Relating Generally with Local and State Administration

Each of the seven items within category VIII, "Relating Generally with Local and State Administration," shown in Table 32, reveal counter-role activity cognitions differing from those of the Trade and Industrial teacher. By and large, the teacher reports more activity than is perceived by the people in the six counter-roles. The only exception is parents' opposite response to "Inform State Office on Matters Discussed by Administrators." There is consensus on activity cognitions for all counter-role groups except for items 11 and 45. Non-vocational students are involved in six such differences with Trade and Industrial Education teachers; administrators are not involved in any.

At least one counter-role normative expectation differs from that of the Trade and Industrial teacher on each item. Where such differences are significant, counter-role personnel express less desire for Trade and Industrial teachers to engage in the prescribed activities than do the teachers. The only exception to this is counselors' response to item 10, "Check With Administrators Prior to Discussion Issues." Vocational students exhibit seven differences in normative expectations, followed by non-vocational students; parents register none.

Considering disparities between normative expectations and activity cognitions within groups, normative responses are higher (closer to a score of 1) for every counter-role and for the Trade

TABLE 32. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR RELATING GENERALLY WITH LOCAL AND STATE ADMINISTRATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words1/	Instrument2/	Respondent positions3/						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
10. Check with administrators prior to discussing issues	a	2.0	2.3	3.3*	2.7*	1.9	2.6*	2.3
	n	1.6	1.6	2.5*	2.8*	1.6	1.3*	1.4
	a-n	#	#	#		#	#	#
11. Inform state office on matters discussed by administrators	a	3.4	3.3	3.6	3.0	2.2*	3.6	2.9
	n	2.4	2.7	2.6	2.8*	2.2	2.8	2.9
	a-n	#	#	#			#	
14. Inform administrators on matters discussed by state	a	2.2	2.4*	3.1*	2.7*	1.8	2.4	2.1
	n	1.6	1.7	2.3*	2.5*	1.5	1.4	1.5
	a-n	#	#	#		#	#	#
43. Influence decisions of state office	a	3.1	3.2	3.8*	3.3	2.4*	3.2	3.5
	n	2.1	2.2	2.8*	2.9*	2.2	2.4	2.1
	a-n		#	#	#		#	#
44. Report work problems to local administrators	a	2.2	2.3	3.0*	2.9*	2.1	2.1	2.1
	n	1.8	1.7	2.2*	2.5*	1.7	1.5	1.6
	a-n		#	#			#	#
45. Report work problems to state office	a	3.4	3.1	4.4*	3.8	3.3	3.5	3.1
	n	2.5	2.8	3.1*	3.0*	2.7	2.9	2.7
	a-n			#	#	#		
65. Use state office to get positions in other schools	a	2.3	2.8*	3.4*	3.9*	2.0	3.1*	2.8
	n	1.9	2.8*	3.0*	3.0*	2.3	2.9*	2.4*
	a-n				#			

Footnotes are shown following Table 25.

and Industrial Education teacher. Non-vocational students again supply the greatest number of discrepancies, followed closely by non-vocational teachers and counselors (five each).

In general, non-vocational students account for the greatest number of disparities within this content category while administrators account for the fewest. Also, a comparison on inter- and intra-group disparities reveals the two are almost equal in occurrence.

Although local administrators are the only group recognized as a legitimate source of role expectations, the Trade and Industrial Education Teachers grant this legitimacy for only four of the seven activity items, reserving autonomy for themselves in most relationships with the state administration. Non-vocational students account for the greatest number of the intra-group and inter-group differences which are found in almost equal proportion throughout the counter-role responses. Vocational students show less difference between what is expected and what is observed than any other response group. Only school administrators among the counter-roles are granted legitimacy for role expectations by the Trade and Industrial teachers.

Developing the Image of Vocational Education

Ten items shown on Table 33 are included in the content category "Developing the Image of Vocational Education." All of these contain significant differences between activity cognitions of counter-role groups and those held by the Trade and Industrial Education teacher. Again the Trade and Industrial instructor reports engaging in the activities more often than any of the counter-role personnel perceive that he does. The only exception is the response of parents on item 52 about sending articles to local newspapers. Non-vocational students show up with differences on all ten items, followed closely by counselors and vocational students. Parents again show the fewest differences in activity cognitions from the Trade and Industrial teachers.

Counter-role normative expectations also differ from those of the Trade and Industrial teacher on all ten items in Table 33. Trade and Industrial teachers' mean response is higher (closer to a score of 1) than is that of the counter-roles on every item. Non-vocational students account for the largest number of such disparities followed by the vocational students, vocational teachers, and administrators. Parents as usual exhibit the fewest number. A somewhat unusual pattern emerges in that significant disparities involving normative expectations exceed disparities involving activity cognitions; i.e., counter-role respondents agree more on the subject of actual behavior than on what should be done.

Intra-group disparities (those between activity cognitions and normative expectations) are more frequent for Trade and Industrial teachers than for any of the counter-roles. Non-vocational students are close behind with eight such disparities followed by non-vocational teachers and administrators with six each. Parents and vocational students reveal only three.

In summary, the vocational and non-vocational students reveal the greatest number of disparities and parents the fewest. It should also be noted that the Trade and Industrial teachers consider the administrators the only legitimate counter-role group for making judgments about their role behavior.

Seeking In-service Professional Development

In the last content category, "Seeking In-service Professional Development," counter-role activity cognitions differing from those

TABLE 33. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR DEVELOPING THE IMAGE OF VOCATIONAL EDUCATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words1/	Instrument2/	Respondent positions3/						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
3. Deal with influential community members more than other teachers	a	2.6	3.3	3.9*	2.9	2.7	3.1	3.6
	n	1.8	3.3*	3.4*	2.8*	2.7*	3.0*	3.7*
	a-n	#		#				
33. Develop good relationships with other teachers	a	1.6	2.3*	2.4*	1.7	1.4	2.5*	2.1*
	n	1.2	1.5*	1.7*	1.8*	1.2	1.4	1.3
	a-n	#	#	#			#	#
40. Have adult classes when local groups want them	a	2.8	3.0	3.2*	3.5*	2.5	3.2	3.1
	n	1.9	1.8	2.2*	2.8*	1.8	2.1	2.4*
	a-n	#	#	#	#	#	#	
50. Behave appropriately in public places	a	1.4	1.6	2.1*	1.6	1.3	1.8*	1.6
	n	1.1	1.2	1.5*	1.3*	1.0	1.2	1.1
	a-n							
52. Send articles on activities to local newspapers	a	2.8	2.6	3.3*	3.7*	2.4*	3.4*	2.9
	n	1.6	1.9*	2.5*	2.7*	1.7	1.8	1.9*
	a-n	#	#	#	#	#	#	#
57. Work to improve image of field in community	a	1.5	2.1*	2.5*	2.1*	1.5	2.4*	2.1*
	n	1.1	1.3	1.7*	1.6*	1.3	1.3	1.3*
	a-n	#	#	#	#		#	#
62. Avoid participating in controversial groups	a	1.9	1.9	3.2*	3.3*	2.3	2.8*	2.5*
	n	1.6	2.2*	2.9*	2.8*	2.2*	2.2*	2.2*
	a-n	#		#				#
63. Initiate contact with public more than others	a	2.3	3.1*	3.6*	2.4	2.6	3.2*	2.9*
	n	1.7	2.9*	2.8*	2.4*	2.4*	2.7*	2.9*
	a-n	#		#				
64. Use local contacts to develop program	a	2.4	2.7	3.4*	3.0*	2.2	3.0*	2.8*
	n	1.6	2.3*	2.7*	2.5*	2.0	2.0*	2.4*
	a-n	#	#	#			#	#
67. Perform free services as part of their job	a	2.8	3.6*	3.9*	3.8*	3.5*	4.0*	2.9
	n	3.6	4.2*	4.1*	3.9	4.5*	4.5*	4.1
	a-n	#	#			#		#

Footnotes are shown following Table 25.

of the Trade and Industrial Education teachers appear on all five items, (See Table 34). With the exception of the parents' response to item 55, the Trade and Industrial Education instructor consistently indicates that he engages more often in the activities than is indicated by any counter-role group. The item accounting for most of the differences is 54 - all counter-role respondents disagreeing with the Trade and Industrial teacher as to how much he attends short courses to update his knowledge. When asked if the Trade and Industrial teacher takes counseling or guidance courses, the parents and counselors both differ significantly from the teachers in their responses although they are the only counter-roles

TABLE 34. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TRADE AND INDUSTRIAL EDUCATION TEACHERS CONCERNING THEIR SEEKING IN-SERVICE PROFESSIONAL DEVELOPMENT

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words1/	Instrument2/	Respondent positions3/						
		T&I Tchr	NVT	NVS	VS	Par	C	Adm
51. Seek training in public and human relations	a	1.8	2.7*	3.1*	2.4*	1.7	2.8*	2.7*
	n	1.4	1.6*	2.1*	1.8*	1.2	1.3	1.6
	a-n	#	#	#	#	#	#	#
53. Take courses to keep methods up-to-date	a	2.1	2.6*	3.1*	2.9*	1.8	3.0*	2.5*
	n	1.6	1.7	2.2*	2.4*	1.6	1.8	1.8
	a-n	#	#	#	#	#	#	#
54. Attend short courses to update knowledge	a	1.7	2.4*	2.8*	2.8*	2.0*	2.8*	2.3*
	n	1.3	1.6*	1.8*	2.2*	1.4	1.6*	1.6*
	a-n	#	#	#	#	#	#	#
55. Take counseling or guidance courses	a	3.2	3.2	3.2	3.4	2.2*	3.8*	3.6
	n	2.1	2.1	2.3	2.4	1.8	2.0	2.4
	a-n	#	#	#	#	#	#	#
56. Are active in professional education groups	a	2.2	2.6	3.2*	2.8*	2.2	3.2	2.6
	n	1.5	1.5	2.6*	2.3*	1.7	1.6	1.7
	a-n	#	#	#	#	#	#	#

Footnotes are shown following Table 25.

to do so. Counselors are involved in the greatest number of activity cognition disparities with the Trade and Industrial teachers (five) while parents have the fewest (two).

Counter-role differences with Trade and Industrial Education teachers on normative expectations are fewer than the type discussed above; and once more the Trade and Industrial teachers express a greater desire to engage in the activities than that expressed by all counter-role groups. A notable exception is item 55 in which there is no normative disparity that proved statistically significant; item 55 concerns the taking of counseling or guidance courses. Vocational and non-vocational students are involved in the greatest number of these differences (four each) while parents never differ significantly from the responses of the Trade and Industrial instructors.

The most striking pattern to emerge from this content category involves the intra-group disparities between activity cognitions and normative expectations. Every respondent group including the Trade and Industrial teacher reveal intra-group disparities on every item; in other words, all respondents desire more of the activities than they perceive actually exists.

In general, vocational and non-vocational students are involved in the greatest number of disparities and parents in the fewest. Within this content category, intra-positional disparities between activity cognitions and normative expectations clearly exceed disparities existing between positions. Administrators are the only counter-role group recognized as a legitimate source of role definitions.

EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS

Seeking Advice in Curriculum Orientation

Only one significant difference in activity cognitions is found in comparing responses of Technical Education teachers with those of the six counter-role groups in the first content category "Seeking Advice in Curriculum Orientation" (See Table 35). This difference appears between Technical Education teachers and parents on item 46 about whether Technical Education teachers should consult non-official sources concerning changes in curriculum. In this case, parents perceive teachers as doing this more often than the teachers perceive themselves as doing. Technical Education teachers are observed by themselves and others, however, as performing most of the activities in this content category "often" or more.

Five differences on normative expectations between Technical Education teachers and counter-role groups are revealed in Table 35. These five appear as one difference each between the Technical Education teachers and every counter-role except that of parents. Three of the five differences pertain to a single item (37) concerning the extent to which teachers ought to rely on wishes of the administration regarding the number and type of adult classes which should be taught. On this question, Technical Education teachers think they should do this less often than the groups with which they are discrepant. On item 35, counselors and non-vocational teachers feel that Technical Education teachers should "almost always" consult the administration before initiating major changes in curriculum content while the teachers think they should do this "often" to "very often."

The greatest number of differences are intra-positional, i.e., between activity cognitions and normative expectations. Out of the nine differences revealed, in only one instance does a difference appear in which Technical Education teachers state they should be doing the activity less than they perceive themselves as doing. In all the other significant differences, counter-role groups feel the Technical Education teachers should engage in the activities more often than they are perceived as actually doing. Three groups (non-vocational teachers, vocational students, and counselors) are involved in two cognition-expectation differences. Technical Education teachers, non-vocational students, and administrators each have one such difference. There are no differences reported by parents.

When all kinds of differences are considered, the parents and Technical Education teachers are involved in fewer disparities (one) than any of the other five response groups. Items 30 and 69, both of which deal with consulting the state office, elicit no

TABLE 35. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR SEEKING ADVICE IN CURRICULUM ORIENTATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions 3/						
Item number and key words 1/	Instrument 2/	Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
18. Obtain parents' opinions on what is to be taught	a	5.0	4.1	3.5	4.6	4.0	4.2	4.0
	n	4.3	3.4	3.5	3.1	3.5	3.5	3.2
	a-n				#			
30. Consult state personnel before changing courses	a	3.6	3.4	1.8	3.2	2.6	2.3	2.0
	n	2.4	2.3	2.5	2.6	2.0	1.6	2.5
	a-n							
35. Consult local administration before changing courses	a	2.1	2.0	2.7	2.8	3.4	2.2	2.1
	n	2.3	1.4*	2.7	2.5	1.9	1.0*	1.3
	a-n						#	#
46. Consult non-official sources on possible curriculum changes	a	4.0	3.5	3.9	4.0	1.8*	3.7	2.6
	n	2.7	2.5	3.4	3.1	3.1	2.7	2.5
			#					
49. Seek public support before changing program	a	3.7	3.7	4.5	4.3	4.0	4.2	2.3
	n	3.3	3.0	3.3	2.9	2.8	2.4	1.7
	a-n			#	#			
69. Seek state office guidelines on program	a	3.4	3.4	2.7	2.4	2.5	2.6	1.8
	n	2.5	3.0	2.3	2.0	2.7	2.3	2.2
	a-n							
37. Rely on local administration re no. & type of adult classes	a	2.1	2.7	2.9	3.3	2.6	2.2	1.8
	n	4.1	3.1	2.5*	3.0*	2.7	2.8	1.3*
	a-n	#						
59. Consider local administration on no. of outside activities	a	2.4	2.5	2.8	2.1	1.8	2.3	2.7
	n	1.9	1.6	2.3	1.9	1.5	1.0	1.5
	a-n		#				#	

1/ Items are shown in their complete form in Appendix A.

2/ Instruments are designated as follows: a, activity cognitions; n, normative expectations; a-n, a comparison between activity cognition and normative expectation responses for each respondent position.

3/ Positions are indicated as follows: Tech. Ed. Tchr, Technical Education teacher; NVT, non-vocational teacher; NVS, non-vocational student; VS, vocational student; Par, parent; C, counselor; Adm, administrator.

* Asterisk indicates the group response differs significantly ($p < .05$) from that of Technical Education teachers.

# Number sign indicates activity cognition responses differ significantly ($p < .05$) from normative expectation responses in the comparison immediately above the symbol.

significantly different response patterns on any of the comparison dimensions.

Technical Education teachers in matters of curriculum orientation do not grant legitimacy to any of the counter-role groups unless one counts granting it to administrators for a single activity "Seek state office guidelines on program" (item 69).

Developing Curriculum Content and Objectives

Nine inter-positional differences in activity cognitions appear in the ten items pertaining to "Developing Curriculum Content and Objectives," shown in Table 36. These items pertain to the following areas of activity: "Emphasize shop instruction most" (25, "Have objective of employment after graduation" (28); "Emphasize practical skills more than theory" (32); and "Emphasize training for local manpower needs (47). The above four items (25, 28, 32, and 47) account for all nine differences. Activity cognitions of administrators differ from those of the Technical Education teachers on the four items, the administrators perceiving the teachers as doing more than the teachers perceive themselves as doing. Non-vocational teachers and parents each differ twice and counselors once with the Technical Education teachers. Again, like the administrators, each of these groups is characterized by higher activity cognition ratings (closer to 1) than the ratings the Technical Education teachers give themselves.

Responses on normative expectations for the nine activities in this category show fifteen inter-positional disparities. All of the fifteen occur on the four items for which disparities on activity cognitions are reported above with five differences on item 25, four on item 28, four on item 32, and two on item 47. Administrators differ from Technical Education teachers most frequently (four times), followed by parents (three times) and non-vocational teachers, non-vocational students, vocational students, and counselors (two times each). In all cases of differences, counter-role personnel think that Technical Education teachers should be engaging in the four activities more often than the teachers themselves think.

Intra-positional comparisons between activity cognitions and normative expectations reveal fifteen significant differences occurring in five items--the four mentioned above plus 48 "Emphasize training for national manpower needs." Differences appear between the activity cognitions and normative expectations of all response groups except non-vocational students. The non-vocational teachers account for five such differences. The pattern of responses for all groups indicate that Technical Education teachers ought to be carrying on the activities more often than the teachers indicate they are.

TABLE 36. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR DEVELOPING CURRICULUM CONTENT AND OBJECTIVES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
5. Have objective to train non-college oriented students	a	2.9	2.4	2.8	3.9	2.8	2.7	3.4
	n	3.2	2.8	3.5	3.8	2.5	3.0	3.3
	a-n							
21. Keep course content up-to-date	a	1.9	1.9	1.5	1.3	1.5	1.7	1.6
	n	1.1	1.1	1.2	1.1	1.0	1.0	1.2
	a-n	#	#			#		
25. Emphasize shop instruction most	a	3.7	2.2*	3.2	3.0	1.6*	2.5	2.0*
	n	4.2	2.6*	2.9*	2.9*	2.2*	3.2	2.2*
	a-n							
26. Discuss development of good study habits	a	2.3	3.5	2.9	3.3	2.1	2.8	3.5
	n	1.6	1.9	2.4	2.3	1.2	1.2	1.8
	a-n		#		#		#	#
28. Have objective of employment after graduation	a	3.0	2.1	2.0	2.8	1.2*	1.7*	1.7*
	n	4.3	2.5	2.1*	2.5*	1.9*	2.8	2.0*
29. Emphasize learning communication skills	a	1.9	3.1	2.0	2.6	1.6	2.0	2.4
	n	1.6	1.4	1.8	1.6	1.0	1.3	1.3
	a-n		#		#	#		#
32. Emphasize practical skills more than theory	a	4.3	2.8*	3.2	3.9	2.4	3.0	1.7*
	n	4.5	3.2*	3.4	3.9	2.0*	3.4*	2.0*
	a-n							
47. Emphasize training for local manpower needs	a	3.3	3.6	2.9	3.9	3.1	3.2	1.7*
	n	3.6	2.7	2.9	3.7	2.7	1.7*	1.5*
	a-n		#				#	
48. Emphasize training for national manpower needs	a	2.8	3.6	2.8	3.1	2.5	3.8	2.2
	n	2.6	2.5	2.5	2.5	3.0	2.6	2.3
	a-n		#				#	
58. Emphasize latest techniques in field	a	2.0	2.5	2.7	2.5	2.2	3.2	1.9
	n	1.5	1.9	1.9	1.7	1.9	1.7	1.3
	a-n							

Footnotes are shown following Table 35.

Observing the inter- and intra-positional differences as a whole, it can be seen that non-vocational teachers and administrators are involved most often in differences about curriculum content and objectives. Vocational students and non-vocational students are involved relatively less often. There seems to be consensus on item 5 about training non-college oriented students and item 58 about emphasizing the latest techniques.

The legitimacy dimension does not enter the Technical Education teachers relation to the six sampled counter-role groups except with administrators on a simgle item (21) "Keep course content up to date."

Choosing Methods and Procedures of Instruction

The third content category, "Choosing Methods and Procedures of Instruction," shown in Table 37, contains ten activity items. The activity cognition responses in this category reveal only one difference between groups. Vocational students indicate that Technical Education teachers keep teaching methods current more often than the teachers say they do.

TABLE 37. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR CHOOSING METHODS AND PROCEDURES OF INSTRUCTION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
1. Use different instructional methods	a	2.0	2.5	3.1	2.7	2.7	3.0	2.3
	n	2.1	2.5	2.8	2.4	2.5	3.2	2.2
	a-n						#	
4. Require making up work missed for contests, etc.	a	2.1	3.2	3.0	2.3	2.9	2.7	2.1
	n	1.4	1.2	2.1	1.9	2.2	1.5	1.0
	a-n	#	#				#	
6. Have same grading system as others	a	3.6	3.2	2.7	3.0	3.2	3.3	3.0
	n	3.3	2.7	3.4	3.6	1.8	2.7	2.3
	a-n						#	
12. Minimize student absences for contests, etc.	a	3.1	2.8	3.2	3.1	2.3	3.0	1.7
	n	2.4	1.4	2.0	2.2	1.4	2.0	1.3
	a-n		#					
17. Talk with students more than other teachers	a	2.3	3.3	3.2	2.2	3.2	3.7	2.9
	n	2.3	3.0	3.3	2.0	3.7	2.0	2.5
	a-n						#	
20. Keep teaching methods current	a	2.0	2.1	1.5	1.3*	1.3	2.2	1.7
	n	1.1	1.0	1.1	1.0	1.0	1.0	1.2
	a-n	#	#	#	#		#	
22. Keep equipment current	a	1.4	1.8	1.9	1.4	1.7	1.3	1.3
	n	1.1	1.1	1.2	1.1	1.1	1.0	1.2
	a-n		#	#	#			
24. Prepare as well for presentations as other teachers	a	1.7	2.1	2.2	1.4	1.3	1.7	2.7
	n	1.1	1.1	2.2*	1.5	1.2	1.0	1.5
	a-n	#	#			#		
31. Prepare and follow a teaching plan	a	2.6	2.5	2.7	2.8	2.6	2.7	2.0
	n	2.1	2.2	3.0	2.6	1.2*	1.0*	1.3
	a-n							
70. Allow students more freedom	a	2.8	2.9	3.9	3.6	3.9	4.0	3.7
	n	3.7	4.4	4.7	3.2	4.5	4.8	4.2
	a-n							

Footnotes are shown following Table 35.

Responses on normative expectations reveal only three differences, limited to items 24 and 31. On item 24, non-vocational students think Technical Education teachers should not have to prepare as well for class presentations as other teachers, but the teachers themselves indicate they should do this more often. Parents' and counselors' normative expectations concerning Technical Education teachers' preparation and utilization of a teaching plan (item 31) indicate the teachers ought to do this more often than the teachers indicate they should.

The greatest number of disparities revolve around intra-positional differences between activity cognitions and normative expectations. Eighteen of these are statistically significant, occurring in all items except for 31 and 38. Non-vocational teachers and counselors each show five differences although not always on the same items. In all but one case, these two counter-role groups think that Technical Education teachers should engage in the various activities more often than they are actually perceived as doing. On item 1, counselors indicate that Technical Education teachers should use different methods of instruction that non-vocational teachers less frequently counselors observe their doing.

The differences between activity cognitions and normative expectations for the Technical Education teachers themselves occur on three items and on all three, normative expectations are closer to the "always" end of the continuum than are activity cogntion responses. Non-vocational and vocational students reveal differences between expectations and cognitions on items 20 and 22 about keeping teaching methods and equipment current. Parents reveal such a discrepancy but once, on item 24. The direction of the differences is the same as those described for other groups. By and large, Technical Education teachers should do more of certain activities in this category than they actually do.

Technical Education teachers feel that local school administrators have a legitimate right to define role behavior for five of the ten activities in this content category. No other counter-role group is recognized as a legitimate source of expectations.

Influencing Recruitment and Assignment of Teachers

Counter-role activity cognitions differ from those of the Technical Education teachers four times in content category IV, "Influencing Recruitment and Assignment of Students," which is shown in Table 38. Non-vocational teachers disagree with Technical Education teachers on how often the Technical Education teachers insist on students having the ability to succeed in Technical Education coursework (item 41). The three other significant differences appear on item 65 relating to policies of counselors and the kinds of students they admit to Technical Education classes. On

TABLE 38. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR INFLUENCING RECRUITMENT AND ASSIGNMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions[3/]						
Item number and key words[1/]	Instrument[2/]	Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
16. Control who can enroll in program	a	2.7	3.2	3.2	3.6	2.8	2.7	2.3
	n	1.6	2.3	2.4	2.2	2.2	1.8	2.5
	a-n		#		#			
19. Advise parents of benefits of vocational education	a	2.8	3.1	3.1	3.2	2.9	3.0	2.4
	n	2.0	2.1	2.4	1.9	1.7	1.5	1.5
	a-n		#	#		#		
41. Insist all students have ability to succeed in work	a	2.4	3.6*	2.8	3.8	1.9	2.3	2.6
	n	1.7	2.9	2.7	2.3	1.9	1.8	1.8
	a-n							
42. Encourage high ability students to take classes	a	1.9	3.0	2.5	2.9	2.1	2.7	2.0
	n	2.0	2.5	3.1	2.8	1.5	1.8	1.3
	a-n				#			
66. Suggest counselors admitting poor students change policies	a	2.8	4.1*	4.4*	4.1*	2.8	2.6	2.7
	n	1.8	2.8	3.4	2.5	2.7	1.4	3.0
	a-n	#	#		#			

Footnotes are shown following Table 35.

this item, non-vocational teachers, non-vocational students, and vocational students all have significantly lower activity cognitions (closer to 6) than do the Technical Education teachers. There are no significant disparities between Technical Education teachers and counter-roles on normative expectations for the five items in content category IV.

Looking at Table 38, it can be seen that there are nine intrapositional disparities between activity cognitions and normative expectations. At least one disparity occurs on every item except item 41. These differences are found for, non-vocational teachers and vocational students about controlling admission of students to Technical Education classes; non-vocational teachers, non-vocational students, and parents on advising parents of benefits of vocational education; vocational students on encouraging high ability students to take vocational classes; and Technical Education teachers, non-vocational teachers, and vocational students on item 65.

Non-vocational students are most frequently involved in differences five times and vocational students next most frequently (four times). Two response groups, counselors and administrators, are not involved in any. No legitimacy is granted to any of the counterrole respondents.

Assisting in Post High School Placements of Students

The six items in content category V deal with the post high school placement of students, (See Table 39). There is only one significant interpositional difference on activity cognitions and one on normative expectations. Both appear on the same item (item 68), and in both cases, it is the counter-role group of vocational students who differ significantly with Technical Education teachers. Item 68 relates to how often Technical Education teachers actually do and/or should emphasize the importance of a college education for their students. On activity cognitions vocational students' mean response exceeds (is closer to 1) than the response of the Technical Education teachers. The same direction of responses characterizes the normative expectations relating to this item.

Fifteen disparities occur on intra-positional comparisons between activity cognitions and normative expectations. Differences appear on every item except for item 68. Two items, 7 and 60, reveal four such differences each. For each group of respondents involved in these differences, normative expectations on

TABLE 39. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR ASSISTING IN POST HIGH SCHOOL PLACEMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
7. Train students in applying and interviewing for jobs	a	2.1	2.4	2.5	3.4	2.0	2.2	2.4
	n	1.9	1.4	1.7	1.7	1.3	1.3	1.0
	a-n		#	#	#			#
8. Give information on where jobs can be obtained	a	2.2	2.7	2.5	2.8	2.4	2.3	2.0
	n	1.8	1.3	1.8	1.8	1.9	1.7	1.3
	a-n		#		#			
15. Encourage qualified students to be vocational teachers	a	3.1	2.9	3.2	3.6	2.2	2.5	2.9
	n	1.9	2.0	2.5	2.9	1.3	1.6	2.0
	a-n	#				#		
34. Maintain up-to-date job placement records	a	3.3	3.0	3.5	3.4	2.7	3.8	2.9
	n	1.4	1.8	2.7	2.5	2.5	1.7	1.7
	a-n	#	#				#	
60. Maintain employer contacts for job placements	a	2.6	2.6	3.3	3.7	2.6	2.2	2.1
	n	1.9	1.8	2.3	2.1	2.3	1.2	1.2
	a-n		#		#		#	#
68. Emphasize importance of college to students	a	2.2	3.2	2.3	1.3*	2.3	2.3	2.1
	n	2.0	2.9	1.7	1.2*	1.5	1.7	2.0
	a-n							

Footnotes are shown following Table 35.

training students in applying and interviewing for jobs and maintaining employee contacts for job placements are closer to the "always" end of the response continuum than are the cognitions for these activities. A similar directional pattern appears on items 8, 15, and 34, involving five counter-roles in all. Actually these disparities occur within every group. Non-vocational teachers differ most often (four times) and non-vocational students and parents differ least often (once each). Vocational students indicate three differences between activity cognitions and normative expectations, while vocational teachers, counselors, and administrators register two differences each.

It is interesting to note amid this differentiation between what is expected and what is observed in the role behavior of the Technical Education teachers that they ascribe no legitimacy to any counter-role expectation or observation in this content area.

Establishing Working Conditions and Facilities

The sixth category of behaviors revolves around the establishment of working conditions and facilities. (Table 40). There are no statistically significant differences between the focal role and counter-roles on either activity cognitions or normative expectations. And there are only two differences between activity cognitions and normative expectations which are statistically significant. These involve non-vocational students on item 13,

TABLE 40. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR ESTABLISHING WORKING CONDITIONS AND FACILITIES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
13. Have a lower class load than non-vocational teachers	a	2.2	2.1	3.7	2.2	3.2	1.8	1.4
	n	1.6	2.9	2.3	1.7	2.2	1.8	1.5
	a-n			#				
23. Discourage other use of vocational classrooms	a	2.7	2.3	3.9	2.8	2.6	2.8	2.6
	n	2.1	2.1	3.8	2.4	1.5	2.7	2.7
	a-n							
27. Teach academic subjects in special situations	a	3.0	4.2	3.3	3.3	2.3	4.2	2.6
	n	3.7	4.0	3.3	3.8	3.4	4.0	2.0
	a-n							
38. Are as concerned re academic freedom as other teachers	a	2.4	2.9	2.3	1.7	2.1	2.0	2.5
	n	2.4	1.4	2.1	1.9	2.0	1.2	1.7
	a-n		#					

Footnotes are shown following Table 35.

relating to class load, and non-vocational teachers on item 38, relating to amount of academic freedom which Technical Education teachers have. In both cases, the norm responses average higher (closer to 1) than do the activity cognition responses.

Technical Education teachers apparently are loath to grant legitimacy to the sampled counter-roles. They acknowledge it for administrators in only one item of the four, an expectation for them to be as concerned about academic freedom as other teachers.

Arranging Financial Matters

Five items make up the content category on financial matters VIII) to be seen on Table 41. Inter-positional differences on activity cognitions are found twice on item 2 and twice on item 9. Four counter-role groups each differ once with Technical Education teachers on these two items. On item 2, concerning how much Technical Education teachers get paid relative to other teachers, non-vocational students and vocational students both perceived less, that Technical Education teachers are paid more than other teachers, than the teachers themselves say they are. The activity cognition differences on item 9 on how often Technical Education teachers inform the state office when the local budget is inadequate are interesting. Parents and administrators indicate that the teachers do this much more often than the teachers say they do.

TABLE 41. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR ARRANGING FINANCIAL MATTERS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
2. Paid more than others with comparable training	a	2.1	1.8	4.1*	4.1*	3.8	2.0	1.9
	n	2.4	4.4	4.4	3.1	3.9	3.7	3.7
	a-n		#				#	
9. Inform state office when local budget inadequate	a	4.1	4.0	3.2	4.0	2.1*	3.2	1.8*
	n	2.2	1.7	2.3	1.8	1.7	1.2	3.7
	a-n	#	#		#		#	
36. Are paid for on-job travel	a	4.8	3.3	4.0	3.4	4.1	2.4	2.9
	n	1.3	1.6	3.4*	1.9	2.7	1.2	2.0
	a-n	#			#		#	
39. Try to get school board support for budget	a	2.4	3.3	2.0	2.2	1.8	3.4	3.6
	n	1.8	2.4	2.6	1.6	1.2	3.4	3.8*
	a-n							
61. Consult state office first on equipment orders.	a	3.4	3.2	2.4	2.8	3.3	4.0	1.8
	n	2.8	3.3	3.1	2.4	2.9	2.8	2.8
	a-n							

Footnotes are shown following Table 35.

Only two differences are observed between Technical Education teachers and counter-roles on normative expectations. Non-vocational students feel that Technical Education teachers should get paid less often for on-the-job travel than the teachers feel they should. Of particular interest is the normative disparity on item 39. Administrators feel that Technical Education teachers should try to get school board support only for their budget "sometimes," while the teachers feel they should do this at least "very often."

Again, as in the previous content categories, the greatest number of disparities occur for intra-positional comparisons between activity cognitions and normative expectations. There are nine such differences on three questions. On item 2, non-vocational teachers and counselors average a higher activity cognition response (closer to 1) than their mean response on normative expectations. On the other hand, Technical Education teachers, non-vocational teachers, vocational students and counselors average a lower activity cognition response. The same direction characterizes significant intra-group differences on item 36 about being paid for on-job travel.

Considering all of the differences in this content category, vocational students and counselors contribute most (three items each) and parents least (one item). No counter-role group is recognized as a legitimate source of role expectations in financial matters.

Relating Generally with Local and State Administration

In content category VIII, "Relating Generally With Local and State Administration," there are only two differences between groups on activity cognitions. As seen in Table 42, both activity cognition differences occur on item 14, when respondents are asked how often Technical Education teachers should and do inform administrators about matters discussed by the state office. Non-vocational teachers and vocational students say that the teachers do this less often than the teachers state they do.

The responses on normative expectations also reveal two significant differences, both of them occurring on one item (44) concerned with the reporting of work problems to the local administration. Normative expectations of counselors and administrators on this item average higher (closer to one) than do those of the Technical Education teacher.

Eleven of the intra-positional comparisons between activity cognitions and normative expectations contain significant differences. Non-vocational teachers account for four of these. On the other hand, Technical Education teachers and counselors have only one each. The direction of these differences is consistent with

TABLE 42. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR RELATING GENERALLY WITH LOCAL AND STATE ADMINISTRATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
10. Check with administrators prior to discussing issues	a	3.6	2.7	2.7	3.1	2.6	2.6	2.7
	n	2.0	1.5	2.3	2.4	1.8	1.2	1.3
	a-n	#	#				#	#
11. Inform state office on matters discussed by administrators	a	3.7	4.2	2.8	3.3	3.2	3.4	3.2
	n	2.7	2.6	2.9	2.7	2.3	2.2	3.5
	a-n		#					
14. Inform administrators on matters discussed by state	a	2.5	3.7*	3.1	3.7*	2.0	2.4	2.0
	n	2.1	1.6	2.3	2.3	1.9	1.3	1.8
	a-n		#		#			
43. Influence decisions of state office	a	3.7	4.3	3.1	3.6	2.6	3.7	2.8
	n	2.5	2.4	2.9	2.3	1.7	2.2	2.2
	a-n		#		#			
44. Report work problems to local administrators	a	2.7	2.3	3.1	3.1	2.4	2.5	1.7
	n	2.9	1.7	2.3	2.2	2.2	1.0*	1.2*
	a-n				#			#
45. Report work problems to state office	a	4.6	3.5	3.1	4.2	3.9	3.2	2.0
	n	3.8	2.7	3.1	2.9	3.0	2.6	3.3
	a-n							
65. Use state office to get positions in other schools	a	2.6	3.8	3.2	3.9	3.4	3.8	3.2
	n	2.3	3.1	3.3	2.4	3.0	2.4	3.0
	a-n							

Footnotes are shown following Table 35.

the main trend, normative expectations averaging higher than activity cognitions.

Non-vocational teachers are again the counter-role most frequently represented in differences within this eighth content category. One counter-role, the non-vocational student, is not involved in any disparities. Also, no significant differences of any kind appear on items 45 about reporting problems to the state office and item 65 about using the state office to get positions in other schools.

Only on item 10, "Check With Administrators Prior to Discussing Issues" does the Technical Education teacher recognize the legitimate claim of administrators to be concerned with his activity in this area.

Developing the Image of Vocational Education

The data for content category IX, "Developing the Image of Vocational Education," are presented in Table 43. Of the ten activities contained in this category, only one shows any disparities between Technical Education teachers and counter-roles on activity cognitions. On item 62, parents perceive that the teachers avoid participation in controversial groups more often than the teachers say they do. There are no significant differences between positions on normative expectations.

TABLE 43. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS
FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR
DEVELOPING THE IMAGE OF VOCATIONAL EDUCATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

		Respondent positions[3/]						
Item number and key words[1/]	Instrument[2/]	Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
3. Deal with influential community members more than other teachers	a	3.1	3.7	4.2	3.7	2.7	4.3	3.8
	n	2.6	3.1	3.9	2.8	2.5	2.2	2.8
	a-n				#			
33. Develop good relationships with other teachers	a	1.9	2.1	1.8	2.1	1.7	2.0	2.0
	n	1.4	1.4	1.7	2.0	1.5	1.2	1.3
	a-n		#			#		
40. Have adult classes when local groups want them	a	3.3	2.9	2.8	3.3	4.2	3.2	2.2
	n	2.3	2.6	2.6	2.7	2.9	2.2	2.3
	a-n							
50. Behave appropriately in public places	a	1.8	1.7	1.7	1.7	1.1	1.6	1.7
	n	1.4	1.4	1.3	1.6	1.3	1.2	1.2
	a-n							
52. Send articles on activities to local newspapers	a	3.4	3.5	3.3	4.1	3.5	3.7	3.2
	n	1.7	2.2	2.4	2.8	2.4	1.5	2.2
	a-n	#	#		#		#	
57. Work to improve image of field in community	a	2.3	2.7	2.7	2.5	2.7	2.5	2.1
	n	1.3	1.5	1.6	1.9	1.4	1.2	1.2
	a-n	#	#	#		#	#	#
62. Avoid participating in controversial groups	a	2.6	2.4	2.0	3.2	1.3*	1.7	2.2
	n	2.2	2.5	3.2	3.0	1.8	1.2	2.0
	a-n							
63. Initiate contact with public more than others	a	3.0	3.7	3.3	3.4	2.6	2.8	2.7
	n	2.4	2.8	3.1	2.6	2.7	1.4	2.8
	a-n						#	
64. Use local contacts to develop program	a	3.1	3.0	3.3	3.7	3.4	2.8	2.3
	n	2.4	2.2	2.6	2.8	2.4	1.5	1.2
	a-n						#	#
67. Perform free services as part of their job	a	3.6	3.6	3.9	4.0	4.1	3.4	4.3
	n	4.9	4.2	4.1	4.1	4.1	3.2	3.8
	a-n	#						

Footnotes are shown following Table 35.

By far the greatest number of disparities in this behavioral category occur between activity cognitions and normative expectations within response groups. Eighteen such differences are found. On item 57, every counter-role group except vocational students shows a difference between cognition and expectation. This item is related to improving the image of Technical Education in the community, and all the differences have a higher normative expectation scores (closer to 1) than activity cognition. Across all ten items, counselors are involved in intra-positional disparities five times, and at the other extreme, non-vocational students once. On items 40 and 50 there are no significant disparities of any kind.

The local school administrators are recognized as having a legitimate right to expectations about the Technical Education behavior in four of the ten items concerned with image-building.

Seeking In-service Professional Development

Table 44 presents the data on content category X, "Seeking In-service Professional Development." There are no significant differences between Technical Education teachers and counter-roles either on activity cognitions or on normative expectations in this category.

TABLE 44. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR TECHNICAL EDUCATION TEACHERS CONCERNING THEIR SEEKING IN-SERVICZ PROFESSIONAL DEVELOPMENT

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a sex-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/]						
		Tech.Ed. Tchr	NVT	NVS	VS	Par	C	Adm
51. Seek training in public and human relations	a	2.3	2.7	2.6	2.6	1.9	2.6	1.6
	n	1.4	1.9	2.3	2.1	1.7	1.5	1.2
	a-n	#						
53. Take courses to keep methods up to date	a	2.1	2.5	2.8	3.0	2.3	2.6	2.0
	n	1.4	1.6	2.4	2.1	2.3	1.3	1.3
	a-n		#		#			
54. Attend short courses to update knowledge	a	2.4	2.7	2.6	2.5	2.1	2.6	1.5
	n	1.3	1.4	2.1	1.5	2.2	1.3	1.0
	a-n	#	#		#			
55. Take counseling or guidance courses	a	4.3	3.6	3.3	3.7	2.6	3.6	3.5
	n	3.2	2.2	2.1	2.9	1.9	2.0	2.2
	a-n		#	#			#	
56. Are active in professional education groups	a	2.6	3.3	2.5	3.3	2.6	2.3	2.1
	n	2.2	2.1	2.1	2.5	2.0	1.5	1.5
	a-n		#				#	

Footnotes are shown following Table 35.

Eleven disparities between activity cognitions and normative expectations are found within positions. At least one significant difference occurs on every item. Non-vocational teachers account for four of these differences, and at the other extreme non-vocational students for one. In all cases of differences, the normative expectations are higher (closer to 1) than are the activity cognition responses. Two items account for over half of these intra-group differences, item 54 on attending short courses to update knowledge and item 55 on taking counseling and guidance course. These items also are the only ones not included in the legitimacy ascriptions which are granted to the only accepted counter-role group, administrators.

EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS

Seeking Advice in Curriculum Orientations

Within content category "Seeking Advice in Curriculum Orientations", shown in Table 45, counter-role activity cognitions differ from those of Distributive Education teachers on only three of eight items. The behaviors in question have to do with seeking public approval before changing the local Distributive Education program, seeking program guidelines from the state Distributive Education headquarters, and giving consideration to wishes of the local school administration in establishing the number of outside activities in which to have students participate . In each of the nine cases where a group's responses differ from those of Distributive Education teachers, the Distributive Education teachers report a greater extent of the activity (closer to "always") than do the counter-role groups. Non-vocational students and counselors differ from Distributive Education teachers on three items, administrators on two, and vocational students on one.

The normative expectations of counter-role respondents differ from those of Distributive Education teachers on only two items relating to guidance in curriculum orientation. Five of the six counter-role groups express less desire for Distributive Education teachers to consult non-official sources on possible curriculum changes than is expressed by the Distributive Education teachers. Both vocational and non-vocational students express less desire than the teachers for their considering local administrations wishes regarding the number of outside activities in which students participate.

Considering disparities between activity cognitions and normative expectations within the sampled positions, it appears that intra-group differences exceed those previously described as existing between positions. For each group of respondents, including Distributive Education teachers, normative expectations for item 18,

TABLE 45. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR SEEKING ADVICE IN CURRICULUM ORIENTATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words1/	Instrument2/	Respondent positions3/						
		D.E. Tchr	NVT	NVS	VS	Par	C	Adm
18. Obtain parents' opinions on what is to be taught	a	3.7	3.6	3.7	3.9	3.4	4.3	4.1
	n	2.4	3.0	2.8	2.5	2.6	3.1	3.1
	a-n	#	#	#	#	#	#	#
30. Consult state personnel before changing courses	a	1.5	2.1	2.5	2.0	1.5	1.7	2.0
	n	1.6	1.9	2.3	1.9	1.6	1.9	2.0
	a-n							
35. Consult local administration before changing courses.	a	1.8	2.2	2.5	2.2	2.0	1.9	1.9
	n	1.5	1.4	1.8	1.8	1.5	1.3	1.2
	a-n		#	#			#	#
46. Consult non-official sources on possible curriculum changes	a	2.4	2.6	3.4	3.2	2.9	2.9	3.1
	n	1.7	2.3*	3.3*	2.8*	2.9*	2.4	2.4*
	a-n	#						
49. Seek public support before changing program	a	2.8	3.0	3.8*	3.3	3.0	3.8*	2.6
	n	2.4	2.5	3.0	2.9	3.0	2.4	2.3
	a-n			#			#	
69. Seek state office guidlines on program	a	1.5	1.8	2.9*	2.5*	1.9	2.2*	2.1*
	n	1.6	2.1	2.3	2.1	1.9	2.2	1.9
	a-n			#				
37. Rely on local administration re no. & type of adult classes	a	2.6	2.2	3.2	2.7	2.0	2.9	2.6
	n	2.9	2.5	2.6	2.8	2.2	2.4	2.5
	a-n							
59. Consider local administration on no. of outside activities	a	1.6	2.0	2.5*	1.8	1.9	2.4*	2.3*
	n	1.3	1.6	2.0*	1.9*	1.7	1.3	1.4
	a-n		#	#			#	#

1/ Items are shown in their complete form in Appendix A.

2/ Instruments are designated as follows: a, activity cognitions; n, normative expectations; a-n, a comparison between activity cognition and normative expectation responses for each respondent position.

3/ Positions are indicated as follows: D.E. Tchr, Distributive Education teacher; NVT, non-vocational teacher; NVS, non-vocational student; VS, vocational student; Par, parent; C, counselor; Adm, administrator.

* Asterisk indicates the group response differs significantly (p <.05) from that of Distributive Education teachers.

# Number sign indicates activity cognition responses differ significantly (p <.05) from normative expectation responses in the comparison immediately above the symbol.

"Obtaining Parents' Opinions of What is to be Taught," are significantly higher (closer to a score of 1) than the activity cognitions. A similar pattern for non-vocational teachers, non-vocational students, counselors, and administrators appear on item 35, and item 59, both concerned with consulting local administrators.

Vocational students and parents of vocational students provide the fewest intra-group disparities between activity cognitions and normative expectations with one such difference per group. Non-vocational students provide the greatest number of such differences, five, followed by counselors with four, administrators and non-vocational teachers with three each, and Distributive Education teachers themselves with two.

In summary, it appears that non-vocational students are responsible for the greatest number of differences in this content category. Parents are the group least frequently involved. Two of the items (30 and 37) elicit no significantly different response patterns either within or between respondent groups. The first of these is concerned with consulting state personnel before changing courses and the second with relying on local administration for setting up adult courses.

The Distributive Education teachers are willing to accept as legitimate the expectations of only one of the counter-role groups, administrators, and that only in the matters of consultation with state and local administration before changing courses.

Developing Curriculum Content and Objectives

Table 46 shows responses concerning Distributive Education teachers for content category II, "Developing Curriculum Content and Objectives." Counter-role activity cognitions differ significantly from those of Distributive Education teachers themselves on six out of nine items. The two on which four inter-positional differences occur are items 26 and item 58. Item 26 has to do with "Discussion Development of Good Study Habits," while item 58 deals with "Emphasizing the Latest Techniques in the Field." In all cases of activity cognition differences, the responses of Distributive Education teachers are higher (closer to score of 1) than those of the counter-roles. Non-vocational students and counselors differ most frequently from Distributive Education teachers--each on four items; non-vocational teachers and counselors each differ from Distributive Education teachers on three items. Parents show no significant disparities with Distributive Education teachers on activity cognitions.

Normative expectations Distributive Education teachers have for themselves differ significantly from those of others on seven items. Disagreements between their own and the expectations of

TABLE 46. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR DEVELOPING CURRICULUM CONTENT AND OBJECTIVES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		D.E. Tchr	NVT	NVS	VS	Par	C	Adm
5. Have objective to train non-college oriented students	a	3.0	2.3	3.1	3.8*	2.8	3.3	3.1
	n	3.2	2.3*	2.5*	3.6	2.8	2.9	2.9
	a-n							
21. Keep course content up to date	a	1.4	1.8	1.6	1.4	1.4	1.9*	2.0*
	n	1.1	1.1	1.2	1.0	1.1	1.0	1.0
	a-n	#	#	#	#	#	#	#
25. Emphasize shop instruction most	a	2.3	2.6	3.3*	3.2*	3.0	2.3	2.6
	n	2.0	2.6*	3.3*	2.8*	3.2*	2.6	2.6
	a-n							
26. Discuss development of good study habits	a	2.2	3.1*	3.2*	2.8	2.0	3.6*	3.0*
	n	1.3	1.4	2.2*	1.8*	1.6	1.5	1.5
	a-n	#	#	#	#		#	#
28. Have objective of employment after graduation	a	1.4	1.8	2.0	1.9	2.1	2.2	2.3
	n	1.8	1.8	1.8	1.6	1.6	1.6	1.8
	a-n							
29. Emphasize learning communication skills	a	1.6	2.2*	2.3*	1.7	1.8	2.3*	2.1
	n	1.2	1.2	1.6	1.3	1.2	1.2	1.2
	a-n	#	#	#	#	#	#	#
32. Emphasize practical skills more than theory.	a	2.3	2.9	3.3	3.0	3.1	2.9	2.8
	n	2.2	3.1*	3.4*	2.7	2.9	2.6	2.6
	a-n							
47. Emphasize training for local manpower needs	a	2.4	2.4	3.3	2.9	2.8	2.5	2.6
	n	1.9	2.4*	3.3*	2.8*	2.4	2.2	2.3*
	a-n							
48. Emphasize training for national manpower needs	a	2.7	3.1	3.3	3.2	3.3	3.8	3.1
	n	2.4	2.8	3.1	3.2*	3.0*	3.2*	2.7
	a-n							
58. Emphasize latest techniques in field	a	1.8	2.4*	2.6*	2.1	2.2	2.6*	2.6*
	n	1.3	1.7*	2.0*	1.6	1.9*	1.5	1.8*
	a-n	#	#	#	#		#	#

Footnotes are shown following Table 45

four counter-role groups occur in items 25, 47, and 58. There are no significant disagreements on items 21 or 29. On six of the seven items on which significant differences occur, the Distributive Education teachers' responses are higher than the responses of counter-roles. However, in item 5, "Have Objective to Train Non-College Oriented Students," the normative expectations of both non-vocational teachers and non-vocational students are higher (closer to score of 1) than those of the vocational teachers. Non-vocational teachers and non-vocational students account for the greatest number of differences (five each), while counselors and administrators are closest to consensus with the Distributive Education teachers on what should be expected of them.

In this particular category there are fewer intra-group disparities between activity cognitions and normative expectations than differences between groups of respondents. Intra-positional disparities occur for all respondent groups on items 21 and 29, which relate to emphasizing shop instruction and learning communication skills. Comparing responses within each counter-role, normative expectations are always higher than activity cognition responses. With the exception of parents who show only two differences between what is expected and what is perceived about the Distributive Education teacher, all other respondent groups, including the teachers, show four such disparities.

In summary, it appears that in developing curriculum content and objectives, non-vocational teachers and non-vocational students differ from this type of vocational teacher most often in what is expected and what is perceived about their activities. Parents differ least often. There is considerable variation in responses among the ten items. Item 58, which deals with emphasizing the latest techniques in the field, elicits some fourteen differences, while item 28 "Have Objective of Employment After Graduation" elicits none.

The legitimate right of vocational students to define one curricular activity for Distributive Education teachers is accepted by them. It is the discussion of the development of good study habits. On the other hand, local school administrators are accepted as legitimate sources of role definition in six of these ten items concerned with curriculum.

Choosing Methods and Procedures of Instruction

In category III, "Choosing Methods and Procedures of Instruction," presented in Table 47, counter-role activity cognitions differ significantly from those of Distributive Education teachers on eight of the ten activity items. Distributive Education teachers report in all of these that they engage in the activity to a greater extent than is perceived by any of the counter-role groups. Non-vocational teachers and administrators show six differences from the Distributive Education teachers, while non-vocational students and counselors differ somewhat less, four times each.

The normative expectations of counter-roles differ from those of Distributive Education teachers on six items within this content category. With the exception of a non-vocational teacher-Distributive Education teacher discrepancy on item 4, the Distributive Education teachers' normative expectations are higher (closer to 1) than those of the counter-roles. Item 17, which deals with the vocational teachers talking with students more than other teachers, reveals a pattern in which all counter-role responses differ significantly from those of the Distributive Education teachers. Across all

TABLE 47. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR CHOOSING METHODS AND PROCEDURES OF INSTRUCTION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/]						
		D.E. Tchr	NVT	NVS	VS	Par	C	Adm
1. Use different instructional methods	a	2.1	2.7*	3.0*	2.7*	2.2	2.8*	3.0*
	n	1.7	2.4*	2.2	1.8	1.8	2.6*	2.4*
	a-n	#		#	#	#		
4. Require making up work missed for contests, etc	a	2.2	2.9	2.7	2.9	2.9	3.1	2.9
	n	1.6	1.2*	2.2	2.3	2.1	1.7	1.2
	a-n		#			#	#	#
6. Have same grading system as others	a	2.3	3.1*	3.1	2.5	2.1	2.8	3.3*
	n	2.4	2.8	3.1	2.8	2.1	2.3	2.0
	a-n							
12. Minimize student absences for contests, etc	a	1.6	2.2*	2.6*	2.0	1.7	2.2	2.1
	n	1.4	1.6	1.9	1.8	1.8	1.6	1.5
	a-n		#	#				
17. Talk with students more than other teachers	a	1.8	3.0*	2.9*	2.1	2.2	3.5*	2.8*
	n	1.6	2.9*	2.9*	2.1*	2.4*	2.8*	2.5*
	a-n							
20. Keep teaching methods current	a	1.5	1.9	1.6	1.4*	1.2*	2.1*	2.3*
	n	1.1	1.1	1.1	1.0	1.0	1.0	1.0
	a-n	#	#	#	#	#	#	#
22. Keep equipment current	a	1.6	1.6	1.7	1.6	1.4	1.9	1.9
	n	1.1	1.1	1.3	1.1	1.2	1.0	1.0
	a-n	#	#	#	#		#	#
24. Prepare as well for presentations as other teachers	a	1.5	2.3*	2.0	1.7	1.6	2.0	2.5*
	n	1.1	1.1	1.3	1.5*	1.2	1.0	1.1
	a-n	#	#	#		#	#	#
31. Prepare and follow a teaching plan	a	1.8	2.7*	3.1*	2.8*	1.8	2.7*	2.5*
	n	1.5	2.2*	2.5*	2.1*	1.6	1.5	1.7
	a-n				#		#	#
70. Allow students more freedom	a	3.4	3.2	3.8	3.7	4.5*	3.6	3.2
	n	3.5	4.5*	4.3	3.5	4.8*	4.8*	4.7*
	a-n		#				#	#

Footnotes are shown following Table 45

items, the normative expectations of non-vocational teachers account for the greatest number of differences.

Contradictions between activity cognitions and normative expectations within groups are greater in number than differences between role groups. In almost every case of such disparity, the expectation is higher (closer to a score of 1) than the activity cognition response, the one exception being the item on allowing students more freedom. On this item (70) non-vocational teachers, counselors, and administrators all perceive that Distributive Education teachers are actually engaging in the activity more often than it is felt they should. There are also differences between what is expected and what is perceived among all groups on item 20, which deals with keeping teaching methods up to date. Non-vocational teachers and counselors show six disagreements each between activity cognitions and norms. All response groups, including Distributive Education teachers, have at least four.

In summary, it appears that for all comparisons non-vocational teachers, counselors, and administrators are involved in the greatest number of disparities about methods and procedures of instruction; and parents in the fewest. The greatest number of differences both between and within respondent groups appear on item 1 on the use of different instructional methods.

Only school administrators are accepted by Distributive Education teachers as a legitimate counter-role source of expectations and cognitions. Administrators are considered legitimate for all except two items (17 and 70), both of which deal with the teacher-student interpersonal relationships.

Influencing Recruitment and Assignment of Students

Category IV, "Influencing Recruitment and Assignment of Students" consists of only five items, (Table 48). Activity cognitions

TABLE 48. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR INFLUENCING RECRUITMENT AND ASSIGNMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		D.E. Tchr	NVT	NVS	VS	Par	C	Adm
16. Control who can enroll in programs	a	2.1	2.3	2.9	2.5	2.4	2.1	2.3
	n	1.4	2.1*	3.0*	2.0*	1.8	2.4*	2.3*
	a-n	#						
19. Advise parents of benefits of vocational education	a	2.8	2.8	3.1	3.3	2.5	3.2	3.0
	n	1.6	1.7	1.9	1.7	1.9	1.7	1.6
	a-n	#	#	#	#		#	#
41. Insist all students have ability to succeed in work	a	2.0	2.8*	3.4*	2.0	2.0	2.5	2.8
	n	1.3	2.6*	2.8*	2.1*	1.8	2.9*	2.4*
	a-n	#						
42. Encourage high ability students to take classes	a	1.5	2.8*	3.1	2.5*	2.1*	2.2*	2.2*
	n	1.5	2.7*	3.1*	2.1*	1.9	2.6*	2.4*
	a-n							
66. Suggest counselors admitting poor students change policies	a	2.0	2.7*	3.5*	3.2*	2.7*	2.6*	2.6*
	n	1.6	2.6*	3.0*	2.9*	2.2	2.9*	2.8*
	a-n							

Footnotes are shown following Table 45

of counter-role groups are significantly different from those of Distributive Education teachers on three of these items (41, 42, 46). In each case the activity cognitions of Distributive Education teachers are higher than those of the counter-roles. For item 66, "Suggest Counselors Admitting Poor Students Change Policies," the cognitions of all six of the counter-role groups are significantly lower than those of Distributive Education teachers. Non-vocational teachers differ most often (three times) with Distributive Education teachers on activity cognitions.

Counter-role normative expectations differ from those of Distributive Education teachers on four of the five items in this content category. On these four items, all of the counter-role groups with the exception of parents differ significantly from Distributive Education teachers. In each case the Distributive Education teachers' average normative expectation is higher than those of the others.

There are fewer differences between activity cognitions and normative expectations within each group than the differences just described as existing among the groups. In all cases where normative expectation-activity cognition disparities occur, the normative expectations are higher. The item on advising parents of benefits of vocational education (19) shows six intra-group differences. Distributive Education teachers show the greatest number of these differences, three of the five items.

In all comparisons made for this content category, all counter-roles with the exception of parents account for some disparities. Non-vocational teachers are involved in the greatest number of disagreements on activity cognitions (three) while Distributive Education teachers have the highest number of intra-group disparities (three). Parents are the only counter-role group showing no significant differences on normative expectations. All other counter-role groups have four such differences each.

The Distributive Education teachers accept as legitimate the right of administrators to observe and judge their activities connected with recruiting and assigning students except for encouraging high ability students to take classes (item 42). They accept the legitimacy of parents in the matter of advising parents of benefits of vocational education.

Assisting in Post High School Placement of Students

Table 49 presents the results of data within category V, "Assisting in Post High School Placement of Students." Counter-role activity cognitions differ from those of the Distributive Education teachers on four items (15, 34, 60, 68). In all of these cases, activity cognition responses of the Distributive Education

TABLE 49. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR ASSISTING IN POST HIGH SCHOOL PLACEMENT OF STUDENTS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]	Instrument[2/]	Respondent positions[3/] D.E. Tchr	NVT	NVS	VS	Par	C	Adm
7. Train students in applying and interviewing for jobs	a	1.3	1.6	1.7	1.4	1.5	1.6	1.6
	n	1.3	1.1	1.2	1.2	1.2	1.1	1.2
	a-n							
8. Give information on where jobs can be obtained	a	1.7	2.0	2.1	2.3	2.2	2.2	2.0
	n	1.4	1.4	1.5	1.5	1.9	1.3	1.3
	a-n		#	#	#		#	#
15. Encourage qualified students to be vocational teachers	a	2.2	3.1*	3.2*	3.2*	2.2	2.7	3.0*
	n	1.5	2.1	3.2*	2.6*	1.9	1.9	2.2*
	a-n	#	#				#	#
34. Maintain up to date job placement records	a	1.1	2.4*	2.9*	1.7*	2.2*	2.6*	2.8*
	n	1.2	1.6*	2.4*	1.7	1.9*	1.4	1.4
	a-n		#				#	#
60. Maintain employer contacts for job placements	a	1.3	1.9*	2.5*	1.7	2.0*	1.9*	2.0*
	n	1.1	1.5*	2.0*	1.5	1.8*	1.2	1.4
	a-n		#	#			#	#
68. Emphasize importance of college to students	a	1.7	2.7*	2.5*	2.2	1.5	2.4*	2.2
	n	1.7	2.0	1.8	1.6	1.4	2.4*	2.0
	a-n		#	#	#			

Footnotes are shown following Table 45

teachers are higher than those of the counter-roles. The Distributive Education teachers highest activity cognition (1.1) occurs with regard to maintaining up-to-date job placement records (item 36). All six counter-role groups disagree with the Distributive Education teachers on this particular item. Non-vocational teachers and non-vocational students differ from the Distributive Education teachers most frequently on activity cognitions, four times each.

The normative expectation responses of counter-role personnel differ from those of Distributive Education teachers on the same four items which account for the activity cognition disparities. On each of these four items, the normative expectations of the Distributive Education teachers themselves indicate more desire to engage in these activities than the counter-role groups expect. Non-vocational students account for the greatest number of inter-group normative differences (three); vocational students, counselors, and administrators are involved in the fewest (one each).

In this particular content category, the disparities between groups are greater than the intra-group differences between activity cognitions and normative expectations. There are 28 inter-group differences, but only 19 intra-group differences. The largest number of differences between expectations and cognitions (five) occur in response to the item dealing with the giving of information on where jobs can be obtained (item 8). In all intra-group differences, normative expectations are higher (closer to a score of 1) than activity cognition responses. Such intra-group disparities are most common among non-vocational teachers (five), and counselors and administrators (four).

Considering disparities as a whole, non-vocational teachers and non-vocational students are involved in the greatest number in this content category. Parents are the group least frequently involved in such differences. One of the items (7) elicits no significantly different response pattern either within or between respondent groups; it is concerned with training students in applying and interviewing for jobs.

In the post high school placement of students, the Distributive Education teachers recognize the legitimacy of counter-role expectations and cognitions only in isolated cases. Administrators are granted legitimacy only for one item concerned with maintaining up-to-date job placement records. Parents have a legitimate right to judgments concerning the Distributive Education Teacher training students in applying and interviewing for jobs (item 7) and giving information on where jobs can be obtained.

Establishing Working Conditions and Facilities

Within the content category about establishing working conditions and facilities, (VI), counter-role activity cognitions differ from those of Distributive Education teachers on all four of the items included in the category as can be seen in Table 50. Where significant differences occur, the teachers' activity cognitions are, with two exceptions, always higher than those of any of the counter-roles. One exception to this occurs in item 13, "Have a Lower Class Load than Non-Vocational Teachers." On this item, administrators indicate by their activity cognition response that they perceive this to be true about Distributive Education teachers more often than Distributive Education teachers themselves think. The other exception occurs on item 27. When responding to this particular item, parents' activity cognitions are higher than those of the Distributive Education teachers. Non-vocational students differ most frequently (three times) from Distributive Education teachers while counselors differ least often.

Counter-role normative expectations also differ significantly from those of Distributive Education teachers on all four of the items within this content category. On items 13, 23, and 27, the expectations of all six counter-role groups are significantly different from those of the Distributive Education teachers, whereas on item 38 only the non-vocational students and vocational students

TABLE 50. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR ESTABLISHING WORKING CONDITIONS AND FACILITIES

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words1/	Instrument2/	Respondent positions3/ D.E. Tchr	NVT	NVS	VS	Par	C	Adm
13. Have a lower class load than non-vocational teachers	a	2.2	2.0	3.0*	3.0*	2.6	2.0	1.4*
	n	1.4	2.9*	2.8*	2.1*	2.1*	2.6*	2.8*
	a-n	#	#		#	#		#
23. Discourage other use of vocational classrooms	a	2.2	2.6	4.2*	3.2*	3.2*	2.8	2.8
	n	2.0	2.5*	3.6*	2.8*	3.0*	3.9*	3.3*
	a-n							
27. Teach academic subjects in special situations	a	4.0	3.8	3.8	3.3	2.7*	4.2	4.4
	n	4.2	3.0*	3.0*	3.2*	2.5*	2.9*	2.5*
	a-n		#	#			#	#
38. Are as concerned re academic freedom as other teachers	a	1.4	1.9*	2.4*	1.7	2.0	2.7*	2.4*
	n	1.3	1.2	1.9*	1.7*	1.4	1.4	1.4
	a-n		#	#		#	#	#

Footnotes are shown following Table 43

differ significantly. When responding to items 13, 23, and 38, the Distributive Education teachers' normative expectation average scores are higher (closer to 1) than any of the corresponding counter-role scores. However, item 27, relating to teaching academic subjects in special situations, elicits from all counter-roles normative expectations which are higher than those of the Distributive Education teachers. All six counter-role respondents evidently think that the Distributive Education teachers should do this in certain situations much more often than the Distributive Education teachers themselves think. The greatest number of differences in normative expectations occurs between the Distributive Education teachers and students, both non-vocational students and vocational (four times each).

Disparities between activity cognitions and normative expectations occur on all items except item 23. It appears that the intergroup differences are fewer than these cognition-expectation differences. Items 13 and 38 elicit five such differences. Generally the normative expectations are higher than the activity cognition responses. But the responses elicited from non-vocational teachers and administrators on item 13 indicate that these two counter-roles believe that Distributive Education teachers have a relatively lower class load more often than they should. In summary, it appears that non-vocational students and administrators are involved in the greatest number of both intra- and inter-group disparities about working conditions and facilities for Distributive Education teachers. Counselors show the fewest number of differences. The item concerning the class load of Distributive Education teachers is responsible for the greatest number of both inter- and intragroup differences, fourteen in all.

Only administrators are recognized as a legitimate source of expectations. This holds true only on two of the four items.

Arranging Financial Matters

Category VII deals with "Arranging Financial Matters." Within this content category, as shown in Table 51, activity cognitions of Distributive Education teachers differ from those of some of the counter-roles on four of the five items. On item 61, the activity cognitions of the Distributive Education teachers are higher than those of the counter-roles, while on items 36 and 39, the activity cognitions of the counter-roles are higher (closer to a score of 1) than the corresponding responses elicited from the Distributive Education teachers. On item 2, concerned with whether Distributive Education teachers are paid more than others with comparable training, the activity cognitions of non-vocational students, vocational students, and parents are lower than that of the Distributive Education teachers, while the activity cognition responses of the counselors are higher than the mean responses of the Distributive Education teachers. Non-vocational students, vocational students, parents, and counselors are the counter-role groups differing

TABLE 51. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR ARRANGING FINANCIAL MATTERS

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3] D.E. Tchr	NVT	NVS	VS	Par	C	Adm
2. Paid more than others with comparable training	a	1.9	1.9	3.8*	3.5*	3.4*	1.2*	1.7
	n	1.5	4.5*	4.1*	2.9*	2.9*	4.0*	3.8*
	a-n		#				#	#
9. Inform state office when local budget inadequate	a	3.0	3.0	3.3	3.8	2.3	2.4	3.6
	n	2.0	1.8	2.3	2.0	1.7	2.3	3.0
	a-n	#	#	#	#			
36. Are paid for on-job travel	a	5.0	2.5*	3.9*	3.3*	2.1*	2.3*	3.1*
	n	2.3	1.9	2.5	2.5	1.6	2.0	1.9
	a-n	#		#				#
39. Try to get school board support for budget	a	2.7	2.1	2.6	2.1	1.7*	2.4	3.3
	n	1.7	2.0	2.0	1.9	1.5	2.3	3.3*
	a-n	#		#				
61. Consult state office first on equipment orders	a	1.6	2.7*	3.1*	2.5*	1.9	2.7*	2.7*
	n	1.6	2.7*	2.6*	2.4*	2.4*	2.8*	2.5*
	a-n							

Footnotes are shown following Table 45

most frequently (three times each) from the Distributive Education teachers. Non-vocational teachers and administrators differ less (twice each).

Counter-role normative expectations vary significantly from those of the Distributive Education teachers on three of the items (2, 39, and 61). The normative expectations of the teachers are usually higher than those of the counter-roles, as is evident on item 2. The counter-role respondents, especially the non-vocational teachers, indicate rather strongly that they feel Distributive Education teachers should not be paid more than others with comparable training. Within this content category on financial matters, administrators differ most frequently from the Distributive Education teachers on normative expectations.

Differences exist between activity cognitions and normative expectations on all items except item 61. It appears that the total number of these intra-group differences is less than disagreements on cognitions and on expectations between responding groups. Where intra-group differences occur, the norm responses are usually higher than the activity cognition responses, but not on item 2 about Distributive Education teachers' relative pay. On this item, the activity cognition responses of the non-vocational teachers, non-vocational students, counselors, and administrators are higher than their normative expectations. The greatest number of activity cognition normative expectation disparities appear for item 9, "Inform State Offices When Local Budget is Inadequate." There are no such intra-group differences on item 61; "Consult State Office First on Equipment Orders." Distributive Education teachers and non-vocational students account for three intra-group disparities each.

Within this particular content category, non-vocational students are involved in the greatest number of differences. Item 2, alone calls forth thirteen disparities. From the responses to item 2, it would appear that while non-vocational teachers, counselors, and administrators agree that the Distributive Education teachers are paid more, they feel that they should not be paid more.

The only counter-role recognized by the Distributive Education teachers as legitimate is that of administrator; but this holds true only for two of the five items.

Relating Generally with Local and State Officials

Content category VIII, "Relating Generally With Local and State Officials," as shown in Table 52 contains significant differences between Distributive Education teachers and counter-roles in five of seven activity cognitions on items 10, 11, 14, 43, and 45. With one exception, the activity cognitions of the Distributive

TABLE 52. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR RELATING GENERALLY WITH LOCAL AND STATE ADMINISTRATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		D.E. Tchr	NVT	NVS	VS	Par	C	Adm
10. Check with administrators prior to discussing issues	a n a-n	2.1 1.8	1.9 1.7	2.9* 2.2* #	2.7 2.3*	1.8 1.6	2.6* 1.4 #	2.1 1.3 #
11. Inform state office on matters discussed by administrators	a n a-n	2.2 1.9	2.7 2.1 #	3.3* 2.4 #	2.8* 2.5	1.6* 2.4 #	2.3 2.0	3.0* 2.5
14. Inform administrators on matters discussed by state	a n a-n	2.0 1.5 #	2.3 1.6 #	3.2* 2.0* #	2.2 2.1*	2.0 1.4 #	2.2 1.5 #	2.5 1.5 #
43. Influence decisions of state office	a n a-n	2.8 1.9 #	3.3 2.5 #	3.4 2.5 #	3.1 2.5 #	2.5 2.2	3.8* 2.4 #	3.3 2.3 #
44. Report work problems to local administrators	a n a-n	2.3 1.9 #	2.4 1.8	2.9 2.3	2.8 2.3	2.2 1.8	2.5 1.7 #	2.3 1.4* #
45. Report work problems to state office	a n a-n	2.6 2.2	2.7 2.7	3.8* 2.8 #	3.4* 3.0	3.0 2.6	2.9 2.5	2.8 2.6
65. Use state office to get positions in other schools	a n a-n	2.3 1.8 #	2.3 2.5*	3.3 2.9*	2.6 2.1	2.1 1.8	2.8 2.5	2.6 3.1*

Footnotes are shown following Table 45

Education teachers are always higher than those of the counter-role in question. The one exception occurs in parents' responses to item 14, related to informing the state office on matters discussed by administrators. This item accounts for more differences in activity cognitions than the others. The counter-role group differing most frequently from the Distributive Education teachers is the non-vocational students; non-vocational teachers, on the other hand, never differ significantly with them.

Counter-role normative expectations differ from those of Distributive Education teachers on four of the seven behavior items in this content category. Again, as with activity cognitions, the norm responses of the Distributive Education teachers are generally higher than those of counter-roles; the one exception to this is when administrators indicate that the teachers should report work problems to local administrators more than the Distributive Education teachers themselves think they should. Again, non-vocational students are involved in the greatest number of normative differences; parents and counselors are involved in none.

Considering differences between activity cognitions and normative expectations within each respondent group, it appears that these differences exceed the inter-group differences on the two types of responses. In all cases except one, the normative expectation is higher than the corresponding activity cognition for that item. On item 11, "Inform State Office on Matters Discussed by Administrators," the activity cognition responses of parents are higher than their normative expectations. Items 14 and 43 on informing and influencing state officials elicit the greatest number of cognition-expectation differences (six each). On the other hand, there is almost complete correspondence between activity cognitions and normative expectations for items 45 and 65, both of which also concern relations with the state office. Vocational students show only one difference between activity cognitions and normative expectations. Non-vocational students provide the greatest number of such differences, five.

In summary, it appears that item 14, "Inform Administrators on Matters Discussed by State," contains the greatest number of intra- and inter-group differences (nine) with item 45 "Report Work Problems to State Office" having the fewest. Non-vocational students are the group most frequently involved in such differences (twelve), and parents least frequently (three).

Administrators are recognized as legitimate sources of expectations for all but two of the items dealing with general relational and communication pattersn.

Developing the Image of Vocational Education

Table 53 presents information for content category IX, "Developing the Image of Vocational Education." Counter-role activity cognitions differ significantly from those of Distributive Education teachers on all items except number 40. For each of these significant differences, the activity cognitions of the Distributive Education teachers are higher than those of the counter-roles. On four of the items (3, 52, 63, and 64), the activity cognitions of all six of the sampled counter-roles differ from those of the Distributive Education teachers. Item 40 on having adult classes presents such inter-group differences. Both non-vocational students and counselors have high numbers of significant disagreements with the Distributive Education teachers, nine and eight disagreements respectively. Vocational students and parents have the fewest such differences (five each).

Counter-role normative expectations differ from those of the Distributive Education teachers on eight of the ten items described in this content catwgory. Again items 3, 52, 63, 64, as well as item 67, elicit from all six counter-roles normative expectations which are significantly different from those of the Distributive

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TABLE 53. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR DEVELOPING THE IMAGE OF VOCATIONAL EDUCATION

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1]	Instrument[2]	Respondent positions[3]						
		D.E. Tchr	NVT	NVS	VS	Par	C	Adm
3. Deal with influential community members more than other teachers	a	1.4	2.6*	3.3*	2.2*	2.0*	2.7*	2.7*
	n	1.2	2.5*	2.7*	1.9*	2.1*	2.6*	2.9*
	a-n							
33. Develop good relationships with other teachers	a	1.2	2.2*	2.0*	1.5	1.5	2.4*	2.2*
	n	1.1	1.2	1.8*	1.4	1.3	1.2	1.2
	a-n		#				#	#
40. Have adult classes when local groups want them	a	2.7	2.8	3.5	3.7	2.7	3.7	3.5
	n	1.6	1.9	2.3	2.5	2.1	2.0	2.0
	a-n	#	#	#	#		#	#
50. Behave appropriately in public places	a	1.2	1.4	1.9*	1.2	1.1	1.4	1.5
	n	1.0	1.2	1.6	1.1	1.0	1.0	1.0
	a-n							
52. Send articles on activities to local newspapers	a	1.2	2.2*	2.6*	1.9*	1.8*	2.3*	2.0*
	n	1.1	1.7*	2.1*	1.6*	1.6*	1.7*	1.7*
	a-n		#				#	
57. Work to improve image of field in community	a	1.2	1.9*	2.2*	1.5	1.5	2.0*	1.9*
	n	1.0	1.2	1.6*	1.3*	1.3*	1.2	1.4*
	a-n	#	#	#			#	#
62. Avoid participating in controversial groups	a	1.8	2.4	3.8*	2.6*	2.3	2.6*	2.1
	n	1.8	2.1	3.2	2.6*	2.3	2.5*	2.0
	a-n				#			
63. Initiate contact with public more than others	a	1.0	2.5*	3.0*	2.1*	2.1*	2.4*	2.0*
	n	1.1	2.3*	2.9*	1.7*	2.0*	2.2*	2.4*
	a-n							
64. Use local contacts to develop program	a	1.3	2.3*	2.9*	2.2*	2.0*	2.4*	2.1*
	n	1.2	2.1*	2.7*	1.9*	2.0*	1.9*	2.3*
	a-n							
67. Perform free services as part of their job	a	2.1	3.4*	3.9*	2.6	3.4*	3.4*	3.1*
	n	2.2	3.7*	3.6*	3.0*	4.1*	3.5*	3.6*
	a-n							

Footnotes are shown following Table 45

Education teachers. On items 40 and 50, there is agreement. In every case where a significant difference occurs, the normative expectation score of the Distributive Education teachers is closer to 1, indicating that those in counter-roles express less desire for teachers to engage in these activities than the teachers themselves. Both groups of students account for the greatest number of differences in normative expectations (seven each); non-vocational teachers have somewhat fewer (five).

In this particular content category, there are fewer disparities between normative expectations and activity cognitions than intergroup differences. On five items no such differences occur. Most of the disparities occur on item 40, "Have Adult Classes When Local Groups Want Them," and on item 57, "Work to Improve Image of Field in Community." When these intra-group differences occur the normative expectations are with one exception higher than the corresponding activity cognition responses. Parents show no intra-group differences between activity cognitions and normative expectations; both non-vocational teachers and counselors, on the other hand, exhibit four each.

Considering all the kinds of comparisons in this category about the image of vocational education the non-vocational students and counselors account for the greatest number of differences (eighteen each); parents are involved in the fewest (eleven). An examination of the items shows that item 52 brings forth the greatest number of significant differences. It deals with sending articles on activities to local newspapers.

By and large, the Distributive Education teachers accept the legitimacy of administrators' expectations and cognitions in the area of image-building.

Seeking In-Service Professional Development

The final content category is entitled "Seeking In-Service Professional Development," and the data for Distributive Education teachers are presented in Table 54. Within this category the activity cognitions of counter-roles differ from those of Distributive Education teachers on all five items. Item 54, "Attend Short Courses to Update Knowledge," shows significant differences from all six counter-role groups. Items 51, 53, and 36 show differences between the Distributive Education teachers and five of the six sampled counter-roles. On item 55 concerning counseling or guidance courses, only parents differ from the teachers in their activity cognitions. These activity cognitions of the parents are the only ones in which a counter-role mean response is higher (closer to a score of 1) than that of the Distributive Education teachers. The four counter-role groups of non-vocational teachers, non-vocational teachers, non-vocational students, counselors, and administrators are involved in the greatest number of activity cognition differences (four each).

Counter-role normative expectations differ from those of the Distributive Education teachers on all items except item 55, "Take Counseling or Guidance Courses." Item 54 calls forth the greatest number of normative disparities between groups (five). In all cases where differences exist, the mean responses for the Distributive Education teachers are higher than those of the counter-roles. Non-vocational students are the counter-role group involved in the greatest number of differences (four) in normative expectations; counselors and administrators are involved least with one difference each.

TABLE 54. ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR DISTRIBUTIVE EDUCATION TEACHERS CONCERNING THEIR SEEKING IN-SERVICE PROFESSIONAL DEVELOPMENT

Results of Inter- and Intra-positional Comparisons

(All values are mean responses on a six-point "always-to-never" continuum)

Item number and key words[1/]		Instrument[2/]	Respondent positions[3/]						
			D.E. Tchr	NVT	NVS	VS	Par	C	Adm
51.	Seek training in public and human relations	a	1.3	2.5*	2.5*	1.7	1.8*	2.3*	2.1*
		n	1.1	1.4*	1.8*	1.3	1.3	1.2	1.5*
		a-n	#	#	#	#	#	#	#
53.	Take courses to keep methods up to date	a	1.4	2.7*	3.3*	2.4*	1.9	2.9*	2.7*
		n	1.2	1.6	2.1*	2.0*	1.8*	1.6	1.4
		a-n		#	#			#	#
54.	Attend short courses to update knowledge	a	1.3	2.7*	2.7*	2.2*	2.2*	2.4*	2.3*
		n	1.1	1.7*	1.7*	1.9*	1.8*	1.7*	1.3
		a-n		#	#			#	#
55.	Take counseling or guidance courses	a	3.1	2.9	2.9	2.7	1.8*	3.5	3.2
		n	2.2	1.9	1.9	2.1	1.6	2.6	1.9
		a-n	#	#	#	#		#	#
56.	Are active in professional education groups	a	1.8	2.7*	2.9*	2.5*	2.1	2.8*	2.5*
		n	1.4	1.6	2.3*	2.3*	1.8	1.9	1.3
		a-n		#	#			#	#

Footnotes are shown following Table 45

Within this content category, disparities between activity cognitions and normative expectations are fewer than the inter-group differences. In all cases where these differences between normative expectations and activity cognitions are revealed, the responses for the former are higher than the responses for the latter. As a whole, the groups reveal the greatest number of intra-group disparities when responding to item 51, "Seek Training in Public and Human Relations."

A comparison of inter-group disparities on normative expectations and on activity cognitions shows that activity cognition differences exceed differences in normative expectations. There seems to be more consensus on what the Distributive Education teachers whould do as opposed to what their actual behavior is. Items 51 and 43, both of which are concerned with further training, show the largest number of both inter- and intra-group differences, fifteen each. Item 55, "Take Counseling or Guidance Courses," brings forth half as many differences. Non-vocational students are the counter-role group involved in the greatest number of disparities in this category; parents are least frequently involved.

Administrators are again considered the only legitimate source of role expectations, at least on four of the five items.

SUMMARIZATION OF ACTIVITY COGNITION AND NORMATIVE EXPECTATION DISPARITIES

In the preceding series of 40 tables and accompanying text, emphasis has been upon presenting results by content categories and individual items. In this section, attention is given briefly to a summarization of activity cognition and normative expectation disparities for each of the seven respondent positions sampled. Data obtained in relation to each of the four vocational teaching fields are treated separately.

Activity Cognition Disparities, by Respondent Position

Table 55 summarizes the frequency with which each counter-role held activity cognitions which were disparate from those of vocational teachers toward whom they responded. Values shown in the body of Table 55 are the percentages of stimulus items on which counter-role activity cognitions differed significantly from those of vocational teachers. Activity cognitions reported by non-vocational students differed more from those of vocational teachers than did those reported by any other counter-role. However, with the exception of parents, all counter-roles differed from Vocational Agriculture teachers and Trade and Industrial teachers on over one-half of the 70 activity items presented as stimuli.

TABLE 55. SUMMARY OF ACTIVITY COGNITION DISPARITIES, BY FIELD OF VOCATIONAL EDUCATION AND POSITION OF COUNTER-ROLE

Percentages of Items on which Six Counter-roles Differed from Vocational Teachers

(Values are percentages of total number of stimulus items; n=70 items)

	Vocational teaching fields			
Position	Vo.Ag	T & I	Tech. Ed.	D.E.
Non-vocational teacher	73	51	7	44
Non-vocational student	79	86	3	59
Vocational student	66	70	7	35
Parent	37	47	6	27
Counselor	54	69	1	44
Administrator	63	53	7	46

Normative Expectation Disparities, by Respondent Position

Table 56 is a summary of the frequencies with which each counter-role differed from vocational teachers on normative expectations. Nearly all of the values in Table 56 are smaller than corresponding values in Table 55, indicating that there is generally less disagreement as to what vocational teachers should do than regarding what they actually do. Non-vocational students again were the counter-role most disparate from vocational teachers. However, vocational students also showed a high frequency of disagreement. Parents were replaced by administrators and counselors in having the lowest general frequency of disagreement.

TABLE 56. SUMMARY OF NORMATIVE EXPECTATION DISPARITIES, BY FIELD OF VOCATIONAL EDUCATION AND POSITION OF COUNTER-ROLE

Percentages of Items on which Six Counter-roles Differed from Vocational Teachers

(Values are percentages of total number of stimulus items; n=70 items)

	Vocational teaching fields			
Position	Vo.Ag.	T & I	Tech. Ed.	D.E.
Non-vocational teacher	46	47	6	40
Non-vocational student	53	81	7	56
Vocational student	52	76	6	46
Parent	45	34	9	29
Counselor	23	30	7	30
Administrator	28	40	9	37

Disparities Between Activity Cognitions and Normative Expectations

The frequency with which each respondent group had disparities between its reported activity cognitions and normative expectations is shown in Table 57. The frequency of disparities of this type was quite high for a number of respondent positions, including, in some cases, vocational teachers themselves. Non-vocational students, non-vocational teachers, and administrators generally had the greatest number of intra-positional disparities. Parents appeared to have the fewest.

TABLE 57. SUMMARY OF ACTIVITY COGNITION VS. NORMATIVE EXPECTATION DISPARITIES, BY FIELD OF VOCATIONAL EDUCATION AND POSITION OF RESPONDENT

Percentages of Items on which Six Counter-roles Differed from Vocational Teachers

(Values are percentages of total number of stimulus items; n=70 items)

	Vocational teaching fields			
Position	Vo.Ag.	T & I	Tech. Ed.	D.E.
Vocational teacher	53	77	24	35
Non-vocational teacher	71	76	47	52
Non-vocational student	77	80	13	49
Vocational student	64	50	31	26
Parent	31	40	10	17
Counselor	39	64	33	51
Administrator	66	69	14	51

DIFFERENCES IN ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS: BY ECONOMIC REGION, SCHOOL SIZE, AND COMMUNITY SIZE

One objective of this study was to determine whether activity cognitions and normative expectations held for vocational teachers differed significantly among the six economic regions of the state and among either schools or communities of differing size. Also of interest was the extent to which disparities between activity cognitions and normative expectations for vocational teachers differed in relation to economic region, school size, or community size.

Due to the fact that different proportions were sampled from the various vocational education fields and respondent positions, only very general and highly tentative conclusions can be drawn from this analysis of the pooled data. However, the results are presented to provide additional background for interpreting results from the remainder of the study and to suggest an area in which further exploration might be justified. It should be kept in mind that the mixes of vocational programs to which respondents reacted in the various economic regions, and in the schools and communities of differing size, are not alike. The results can be said to be indicative only of differences among responses of sampled individuals regarding general patterns of programs which prevailed in the selected schools, regions, and communities at the time of the study.

Findings relative to activity cognition and normative expectation differences among economic regions and schools and communities of differing size are presented in the three sections which follow.

Differences in Activity Cognitions; by Economic Region, School Size, and Community Size

Activity cognition responses from all of the seven sampled positions and for all four teacher types were pooled and then grouped according to the economic regions in which they were obtained. For each of the seventy stimulus items, Kruskall-Wallis tests were carried out, followed by Mann-Whitney z_U tests to identify specific inter-regional differences which were statistically significant at the .05 level. The same procedure was also followed with the activity cognition responses grouped by size of school and then by size of community in which they were obtained.

Results of the Kruskall-Wallis tests indicate that on more than five percent of the stimulus items (five percent being expected by chance variations alone) there are significant differences among responses representing the six economic regions and among the six sizes of schools and seven sizes of communities being considered. In addition, Mann-Whitney test results indicate significan difference in over five percent of all possible two-sample comparisons for each of the three classification variables. The proportion of all possible comparisons found to be significant at the .05 probability level is approximately nine percent. In an even higher proportion of the two-sample comparisons actually analyzed with the Mann-Whitney test (as opposed to the total of all possible two-sample comparisons), significant differences are found. This is due to the fact that many comparisons with a high probability of non-significance were precluded by the finding of non-significant $\underline{H}$ values on the Kruskall-Wallis one-way analysis of variance test.

In view of the nature of this analysis, statements regarding specific differences among the economic regions and among the schools and communities grouped by size must be considered highly tentative. Weak patterns do emerge for each variable, however, indicating some consistency of difference between groups utilized in the analyses. Activity cognitions held for vocational teachers in the Panhandle and Northwest Plains, the Northeast and North Central Region, and in Metropolitan Region Y appear to be somewhat lower than those held for vocational teachers in the three remaining regions. For both of the variables "school size" and "community size", a direct or positive relationship is found between size and the extent of vocational teacher activity reported by respondents on the activity cognitions instrument. This tendency is clearly in evidence for both school size and community size, but is somewhat masked (for the latter variable) in the largest size classification. The masking occurs as a result of combining many responses from the two metropolitan regions, one of which reported the highest and the other the lowest activity cognitions when analyzed separately as two of the six economic regions.

Differences in Normative Expectations; by Economic Region, School Size, and Community Size

With the same procedure outlined above for activity cognitions, comparisons were made of normative expectation responses obtained in different economic regions and in schools and communities of differing size. Although there are somewhat fewer significant inter-group differences in normative expectations for vocational teachers than there are in activity cognitions, the chance level of five percent is again exceeded. Of all possible two-sample comparisons, the proportions found to be significant are six percent for economic regions and eight percent each for school size and community size.

Two economic regions, the Panhandle and Northwest Plains and the Northeast and North Central, tend to have the lowest normative expectations for vocational teachers. Two regions having relatively high normative expectations are the Southwest and South Central and the Metropolitan Region X. The two remaining regions are intermediate.

A direct relationship is found between levels of normative expectations and size both of schools and of communities. Respondents from larger schools and from larger communities indicate that vocational teachers should engage to a greater extent in various activities than is indicated by respondents from smaller schools and from smaller communities.

Differences Between Activity Cognitions and Normative Expectations; by Economic Region, School Size, and Community Size

When disparities between activity cognitions and normative expectations within each economic region are considered, no pattern of difference among regions is apparent. In each of the six regions, normative expectations significantly exceed activity cognitions on over three-fourths of the seventy stimulus items. There is little variation among regions, with the lowest having 77 percent and the highest 84 percent. In no case is there a significant difference indicating a greater extent of perceived than of desired activity.

When considering school size, there are fewer disparities in small schools than in larger ones. In very small high schools (1 to 49 pupils), normative expectations significantly exceed activity cognitions on 50 percent of the seventy stimulus items. For schools of the next larger size (50 to 99 pupils), 76 percent of the items have significant differences of the same type. The proportions of stimulus items which elicited significantly higher normative expectation than activity cognition responses for the four remaining school size classes are: 100 to 299 pupils, 80 percent; 300 to 799 pupils, 80 percent; 800 to 1999 pupils, 84 percent; and 2000 to 3500 pupils, 86 percent. Within each of the six school size classifications, activity cognitions exceed normative expectations on only one stimulus item. This represents 1.4 percent of the 70 stimulus items for each group.

Patterns of disparity between normative expectations and activity cognitions, by size of community, closely parallel those reported by size of school. However, the general positive relationship between size and extent of disparity is somewhat less pronounced. At the ends of the community size continuum, the smallest (population less than 500) has disparities on a total of 67 percent of the items and the largest (pupolation more than 99,999) has disparities on a total of 84 percent. In each, activity cognitions exceed normative expectations on only two (three percent) of the total of seventy items.

Vocational Teacher Satisfaction

The Vocational Teacher Satisfaction Inventory (VTS) was used to describe the satisfaction level of vocational teachers in relation to various aspects of their profession and to test a series of research hypotheses. Mean scores of each of the four types of vocational education teachers are presented in tabular form in Appendix E for each of the sixty-six different items in the inventory.

In this section of the report, consideration is given to a series of research hypotheses involving the relationship between vocational teacher satisfaction scores and each of twelve attributes of vocational teachers and their work location. Under each of the twelve sub-headings which follow, the general hypothesis under consideration has to do with whether job satisfaction differs significantly for vocational teachers classified in relation to a variable specified in the sub-heading.

TEACHER TYPES

In Table 58, means of responses are presented for each comparison which indicated a significant difference between two vocational teaching fields. All items and comparisons not involved in a significant inter-group difference are deleted from the table.

TABLE 58. VOCATIONAL TEACHER SATISFACTION, BY TYPES OF VOCATIONAL TEACHERS

Comparisons Resulting in Signifiant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1]	Item No.[2]	Types of vocational teachers being compared					
		Vo.Ag.[3] vs. T&I	Vo.Ag. vs. Tech.Ed.	Vo.Ag. vs. D.E.	T&I vs. Tech.Ed.	T&I vs. D.E.	Tech.Ed. vs. D.E.
I	1			3.4-2.2		3.2-2.2	3.4-2.2
I	14	2.8-2.5					
I	15	3.2-2.7		3.2-2.6			
I	21		2.3-2.8	2.3-1.9	2.3-2.8		2.8-1.9
II	7	3.0-3.7				3.7-2.9	
II	9	3.0-3.7	3.0-3.7			3.7-3.1	
II	53	2.6-3.4	2.6-3.8				3.8-2.8
III	16			3.8-2.5		3.3-2.5	
III	17			2.8-2.0		2.5-3.5	3.5-2.0
III	20		2.8-4.1		2.9-4.1		4.1-2.4
III	35	3.2-2.1		3.2-2.3	2.1-3.9		3.9-2.3
III	46	3.2-2.4		3.2-2.4	2.4-4.0		4.0-2.4
III	61		2.3-3.3	2.3-1.6		2.6-1.6	3.3-1.6
III	64			2.4-1.7			2.3-1.7
V	31			1.8-1.4	1.7-2.3		2.3-1.4
V	42		2.3-3.3	2.3-1.8			
V	54		1.9-3.2		2.1-3.2		3.2-1.9
V	56		2.4-4.0		2.7-4.0		4.0-2.6
V	65		2.2-3.2		2.1-3.2		3.2-1.9
VI	27		2.1-3.1		2.2-3.1		3.1-2.0
VI	28		2.1-3.1		2.2-3.1		3.1-1.8
VI	44	2.0-2.5	2.0-3.5		2.5-3.5		3.5-2.4
VI	59		2.2-3.7	2.2-2.7	2.5-3.7		3.7-2.7
VII	39		2.4-4.0		2.7-4.0		4.0-2.6

[1] Vocational Teacher Satisfaction (VTS) content categories are listed in Chapter II.

[2] Items are shown in Appendix A.

[3] Mean values for the first teacher type in each heading are on the left in comparisons of means shown under the heading.

In the table, items are ordered according to content categories established for the satisfaction instrument. Mean values are presented for illustrative purposes even though sums of ranks served as the basis for tests of significance.

It can be observed in Table 58 that Vocational Agriculture teachers consistently reported higher satisfaction than did Technical Education teachers, but lower than Distributive Education teachers. Of eight items on which Vocational Agriculture teachers differed from Trade and Industrial teachers, each had higher satisfaction on four. The satisfaction of Trade and Industrial teachers consistently exceeded that of Technical Education teachers, but was generally exceeded by that of Distributive Education teachers. The greatest number of significant differences occurred between Technical Education and Distributive Education teachers, with the latter consistently exceeding the former in satisfaction.

Viewing Table 58 by content categories, it can be seen that no significant inter-group differences were found in content categories IV "Financial Arrangements" or VIII "Professional Association and Interaction." In all other content categories, Technical Education teachers ranked low in satisfaction relative to the other groups, and Distributive Education teachers ranked relatively high. Vocational Agriculture teachers ranked relatively high in content categories II "Recruitment and Assignment of Students" amd VI "Public Relations," and relatively low in categories I "Curriculum Content, Objectives, and Methods of Teaching" and III "Working Conditions, Arrangements, Climate, and Facilities." Trade and Industrial Education teachers rated relatively high in satisfaction in all categories except the second, "Recruitment and Assignment of Students," in which they appeared to be the least satisfied group.

Considering the Vocational Teacher Satisfaction instrument as a whole, Distributive Education teachers expressed the highest satisfaction and Technical Education teachers the lowest. Trade and Industrial Education teachers appeared to hold a slight margin over Vocational Agriculture teachers in terms of satisfaction.

AGE OF VOCATIONAL TEACHERS

Results of comparisons when satisfaction scores of all vocational teachers were pooled and then grouped by age are shown in Table 59. On the basis of these data, there appears to be a positive correlation between age and vocational teacher satisfaction. With few exceptions, where significant differences occurred, older teachers were more satisfied than younger teachers. The content categories in which the relationship appears most clearly are the third "Working Conditions and Facilities" and the fifth "General Relationships and Administrators and State Office." Only in the second content category "Recruitment and Assignment of Students" did older vocational teachers express greater dissatisfaction than those who were younger.

TABLE 59. VOCATIONAL TEACHER SATISFACTION, BY AGE OF VOCATIONAL TEACHER

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1]	Item No.[2]	Age classification comparisons[3]				
		1 vs. 2[4]	1 vs. 3	1 vs. 4	2 vs. 4	3 vs. 4
I	3	2.9-2.4		2.9-2.3		
II	9			3.2-3.8		3.3-3.8
III	20		3.6-2.8	3.6-2.4	3.1-2.4	
III	35	3.4-2.8	3.4-2.5	3.4-1.9	2.8-1.9	2.5-1.9
III	46			3.3-2.2	2.9-2.2	2.7-2.2
III	49			2.2-1.6	2.2-1.6	
III	64	2.8-2.1		2.8-2.0		
V	50		2.6-2.0	2.6-1.6		
V	52		2.7-2.1	2.7-1.8		
V	54		2.6-1.9	2.6-1.7	2.4-1.7	
V	55		2.3-1.9	2.3-1.8	2.1-1.8	
V	65			2.6-1.7	2.3-1.7	2.2-1.7
V	66			2.6-1.7	2.2-1.7	2.1-1.7
VI	30			2.0-1.6		
VIII	22			2.6-2.0	2.6-2.0	
VIII	23			2.6-1.9	2.6-1.9	2.5-1.9

[1] VTS content categories are listed in Chapter II.

[2] Items are shown in Appendix A.

[3] Age classifications
1. under 30 years of age
2. 30-39 years of age
3. 40-49 years of age
4. 50 years of age or over

[4] Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

AMOUNT OF ACADEMIC TRAINING

Significant differences in vocational teacher satisfaction between groups having different amounts of academic training appeared on five items in the VTS instrument. The items as shown in Table 60 were 14 "The Quality of Materials and Equipment Available for My Program," 35 "The extent to Which My Job Does Not Interfere with My Private Life and That of My Family," 46 "The Length of My Average Working Day," 23 "The Operation of National Vocational Teacher Associations to Which Vocational Teachers in My Field May Belong," and 32 "The Relationships I Generally Have with Vocational Teachers in the State Who Are Not in My Field." With respect to these items, vocational teachers who held the bachelor's degree but not the master's appeared less satisfied than vocational teachers with either a greater or a lesser amount of academic training. No significant differences were found between the group with the least formal education and the two groups having the greatest amount.

TABLE 60. VOCATIONAL TEACHER SATISFACTION, BY AMOUNT OF FORMAL ACADEMIC TRAINING

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1]	Item No.[2]	Amounts of academic training being compared[3]						
		1 vs. 3[4]	1 vs. 4	2 vs. 3	2 vs. 4	3 vs. 4	3 vs. 5	4 vs. 5
I	14							3.1-2.3
III	35	2.4-2.9		2.1-2.9			2.9-2.4	
III	46			2.3-3.0			3.0-2.2	
VIII	23		2.2-3.0		2.0-3.0			
VIII	32		2.0-2.6		1.8-2.6	1.9-2.6		2.6-2.0

[1] VTS content categories are listed in Chapter II.

[2] Items are shown in Appendix A.

[3] Amounts of academic training being compared
1. beyond master's degree
2. holds master's degree
3. some work toward master's degree
4. holds bachelor's degree
5. less than bachelor's degree

[4] Mean values for the first classification shown in each heading are on the *left* in comparisons of means shown under the heading.

NUMBER OF YEARS AS A VOCATIONAL TEACHER

Significant differences were found on five items indicating a slight positive relationship between number of years as a vocational teacher and vocational teacher satisfaction. Results of this analysis are shown in Table 61. Teachers with greater amounts of experience as a vocational teacher tended to be better satisfied than those with lesser amounts of experience. Four of the five items on which significant differences appeared were from content category V which concerns general relationships with state and local administrators. The significant items concerned such matters as the clarity with which obligations to the state office were spelled out, consideration given to the views of the vocational teacher by the local school board, and the extent to which the vocational teacher is kept informed on important issues in vocational education.

NUMBER OF YEARS IN CURRENT POSITION

On the basis of significant differences found on six items, it appears that a positive relationship exists between number of years in current position as a vocational teacher and vocational teacher satisfaction. Table 62 presents group means for each comparison which resulted in significant difference. As was found in the preceding section for tenure as a vocational teacher, significant items tended to be concentrated in content category V.

TEN-MONTH SALARY OF VOCATIONAL TEACHER

Data for the relation of salary level to satisfaction are presented in Table 63. Except for the group receiving $7000 to $7999, a consistent positive relationship is indicated between ten-month salary and satisfaction scores. Teachers earning between seven and eight thousand dollars for the ten-month period appear less satisfied than any of the other groups, including the group earning less than five thousand dollars for the ten-month period.

ECONOMIC REGION OF THE STATE

Results of comparisons of vocational teacher satisfaction scores from six economic regions of the state are shown in Table 64. The pattern which emerges in Table 64 is one of relatively higher vocational teacher satisfaction scores from regions three and five, and relatively lower satisfaction scores from regions four and six. Scores from teachers in regions one and two generally appear to be intermediate, rarely differing significantly from those of other regions. The pattern of differences described appears most pronounced in connection with content categories I

TABLE 61. VOCATIONAL TEACHER SATISFACTION, BY TENURE IN PRESENT TEACHING FIELD

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1/]	Item No.[2/]	Tenure classification comparisons[3/] 1 vs. 2[4/]	1 vs. 3	1 vs. 4	1 vs. 5	2 vs. 3	2 vs. 5	3 vs. 4	4 vs. 5
V	54			2.7-2.0	2.7-1.7				
V	56	2.6-3.4				3.4-2.5	3.4-2.3		
V	65				2.6-1.9				
V	66		2.6-2.0	2.6-2.1	2.6-1.8				
VI	27		2.7-1.9		2.7-2.0			1.9-2.5	2.5-2.0

1/ VTS content categories are listed in Chapter II.

2/ Items are shown in Appendix A.

3/ Classifications for tenure in present vocational teaching field
1. less than 4 years
2. 5 to 9 years
3. 10 to 14 years
4. 15 to 19 years
5. 20 or more years

4/ Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

TABLE 62. VOCATIONAL TEACHER SATISFACTION, BY TENURE IN PRESENT TEACHING POSITION

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1/]	Item No.[2/]	Tenure classification comparisons[3/]						
		1 vs. 2[4/]	1 vs. 4	1 vs. 5	2 vs. 4	2 vs. 5	3 vs. 5	4 vs. 5
III	35		2.9-2.3	2.9-2.0	3.0-2.3	3.0-2.0		
III	46			2.9-2.1		2.9-2.1		2.7-2.1
V	54	2.5-2.1		2.5-1.7			2.2-1.7	
V	65			2.4-1.7		2.3-1.7	2.2-1.7	2.3-1.7
V	66			2.4-1.7			2.2-1.7	2.2-1.7
VI	40							3.4-2.4

[1/] VTS content categories are listed in Chapter II.

[2/] Items are shown in Appendix A.

[3/] Classifications for tenure in present vocational teaching position
1. less than four years
2. 5 to 9 years
3. 10 to 14 years
4. 15 to 19 years
5. 20 or more years

[4/] Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

TABLE 63. VOCATIONAL TEACHER SATISFACTION, BY TEN-MONTH SALARY LEVEL

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category 1/	Item No. 2/	Salary level comparisons 3/									
		1 vs. 2 4/	1 vs. 3	1 vs. 4	1 vs. 5	2 vs. 3	2 vs. 4	2 vs. 5	3 vs. 4	3 vs. 5	4 vs. 5
I	3		2.9-2.3								
I	21	2.7-2.1					2.1-3.3				
III	24	3.2-2.5						2.5-1.3		2.4-1.3	
III	35		3.1-2.0		3.1-1.7	2.7-2.0					
III	46		3.2-2.3		3.2-1.4			2.8-1.4		2.3-1.4	
III	64	2.7-2.3	2.7-2.0		2.7-1.4						
IV	47	2.8-2.2	2.8-2.2		2.8-1.9						
IV	48	2.6-2.2	2.6-2.1		2.6-1.3			2.2-1.3		2.1-1.3	2.1-1.3
V	54	2.5-2.0			2.5-1.4					2.0-1.4	
V	55	2.3-1.9	2.3-1.9		2.3-1.3						
V	65		2.5-1.8		2.5-1.6						
VI	44				2.6-1.4		2.4-3.4	2.4-1.7	2.2-3.4	2.2-1.4	3.4-1.4
VI	58			2.6-3.9			2.5-3.9		2.3-3.9		
VIII	29	1.9-1.5			1.9-1.3						

1/ VTS content categories are listed in Chapter II.

2/ Items are shown in Appendix A.

3/ Ten-month salary level classifications
1. under $5000
2. $5000 to $5999
3. $6000 to $6999
4. $7000 to $7999
5. $8000 or more

4/ Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

TABLE 64. VOCATIONAL TEACHER SATISFACTION, BY ECONOMIC REGIONS OF THE STATE

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category 1/	Item No. 2/	Economic region comparisons 3/													
		1 vs. 2 4/	1 vs. 3	1 vs. 4	1 vs. 5	1 vs. 6	2 vs. 3	2 vs. 5	2 vs. 6	3 vs. 4	3 vs. 5	3 vs. 6	4 vs. 5	4 vs. 6	5 vs. 6
I	14				2.5-1.9			2.8-1.9		2.4-3.0			3.0-1.9		1.9-2.9
I	15							3.0-2.2		2.6-3.3			3.2-2.2		2.2-3.1
I	21								2.1-2.6	1.8-2.5	1.8-2.4	1.8-2.6			
II	7			3.0-3.8		3.0-3.7	3.5-3.0			3.0-3.8		3.0-3.7	3.8-3.1		
II	8		2.9-2.2		2.9-2.2							2.2-2.9			2.2-2.9
II	9	3.0-3.6		3.0-3.7		3.0-4.0	3.6-3.0			3.0-3.7		3.0-4.0	3.7-3.1		3.1-4.0
III	16						3.7-2.7					2.7-3.9			2.8-3.9
IV	10			3.0-3.8			3.6-2.6	3.6-2.5		2.6-3.8		2.6-3.6	3.8-2.5		2.5-3.6
IV	11				3.3-2.5		3.5-2.8	3.5-2.5		2.8-3.8		2.8-3.5			2.5-3.5
IV	47								2.1-3.0			2.1-3.0		2.2-3.0	2.1-3.0
IV	48		2.3-1.8		2.3-2.0				2.0-2.8			1.8-2.8			2.0-2.8
VI	26		3.2-2.3							2.3-2.8	2.3-2.9	2.2-3.0			
VI	27	2.4-2.0							2.0-2.6			2.1-2.6			2.0-2.6
VI	57		2.8-2.1		2.8-2.2										
VII	37				2.4-1.8			2.6-1.8			2.4-1.8		2.8-1.8		1.8-2.7
VII	38				3.3-2.1										2.1-3.1

1/ VTS content categories are listed in Chapter II.

2/ Items are shown in Appendix A.

3/ Economic regions classifications
1. Panhandle and Northwest
2. Northeast and North Central
3. Southwest and South Central
4. East Central and Southeast
5. Metropolitan Area X
6. Metropolitan Area Y

4/ Mean values for the first classification shown in each heading are on the *left* in comparisons of means shown under the heading.

"Curriculum Content, Objectives, and Methods of Teaching," II "Recruitment and Assignment of Students," and IV "Financial Arrangements."

SCHOOL SIZE

In Table 65 are data concerning the relationship between school size and job satisfaction of vocational teachers. Relatively few significant differences were found in this section of the analysis. Significant differences appeared only on questions which dealt with recruitment and assignment of students and with working conditions and facilities. Vocational teachers in small schools appeared to be more satisfied with the quality of students in their classes than were teachers in the larger schools. With regard to working conditions, and facilities, vocational teachers in schools of intermediate size appeared to be somewhat more satisfied than those in either very large or very small schools. On the basis of the sparse data shown in Table 65, it appears that vocational teachers in schools with 800 to 1,999 pupils show the greatest degree of satisfaction while those within the largest schools (2,000 to 3,500 pupils) reveal the greatest degree of dissatisfaction.

COMMUNITY SIZE

Results of analyses of vocational teachers satisfaction in relation to school size are presented in Table 66. On the basis of the limited number of significant differences found, it appears that satisfaction scores were somewhat lower in communities having over 25,000 population than in smaller communities. Satisfaction scores appeared to be highest in communities ranging from 2500 to 25,000 population. This pattern was found to exist primarily with respect to content categories I "Curriculum Content, Objectives, and Methods of Teaching," IV "Financial Arrangements," and VI "Public Relations." With respect to content category II "Recruitment and Assignment of Students," vocational teachers in communities of over 10,000 population appeared to be less satisfied than those in smaller communities.

NUMBER OF TYPES OF VOCATIONAL EDUCATION IN THE SCHOOL

Very few significant differences in vocational teacher satisfaction scores were found between schools offering one, two, three, or all four of the types of vocational education under consideration. The sparse data shown for this relationship in Table 67 suggest that vocational teachers in schools offering two of the four types of programs are more satisfied than their counterparts in schools offering one or three of the programs.

TABLE 65. VOCATIONAL TEACHER SATISFACTION, BY SIZE OF HIGH SCHOOL

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1/]	Item No.[2/]	School size comparisons[3/]												
		1 vs. 2[4/]	1 vs. 3	1 vs. 4	1 vs. 5	1 vs. 6	2 vs. 3	2 vs. 4	2 vs. 5	2 vs. 6	3 vs. 5	3 vs. 6	4 vs. 6	5 vs. 6
I	21													1.9-2.6
II	9	1.7-3.3	1.7-3.3	1.7-3.3	1.7-3.4	1.7-3.8						3.3-3.8	3.3-3.8	3.4-3.8
III	12						2.4-1.8		2.4-1.8			1.8-2.4		1.8-2.4
III	13								2.1-1.3					1.3-1.8
III	20		4.0-3.0				4.0-3.0	4.0-2.5	4.0-2.4	4.0-3.1				2.4-3.1
IV	47										2.2-1.8			1.8-2.8
VI	28													2.0-2.4

1/ VTS content categories are listed in Chapter II.

2/ Items are shown in Appendix A.

3/ School size classifications (number of students enrolled in high school)
1. less than 50 students
2. 50 to 99 students
3. 100 to 299 students
4. 300 to 799 students
5. 800 to 1999 students
6. 2000 to 3500 students

4/ Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

TABLE 66. VOCATIONAL TEACHER SATISFACTION, BY SIZE OF COMMUNITY

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1]	Item No.[2]	Community size comparisons[3]													
		1 vs. 4[4]	1 vs. 5	1 vs. 6	1 vs. 7	2 vs. 5	2 vs. 6	2 vs. 7	3 vs. 5	3 vs. 6	4 vs. 5	4 vs. 6	4 vs. 7	5 vs. 6	5 vs. 7
I	21		2.3-1.6			2.5-1.6			2.6-1.6		2.2-1.6			1.6-2.4	1.6-2.6
II	7				3.0-3.8			2.9-3.8				3.1-3.6	3.1-3.8		
II	9				2.9-3.9								3.3-3.9		
II	53		2.8-3.8			2.4-3.8			2.8-3.8		2.8-3.8				
IV	47		2.7-1.7											1.7-2.5	1.7-2.8
VI	27	2.5-2.1													
VI	34			1.9-2.7		1.8-2.5	1.8-2.7			2.0-2.7		2.0-2.7	2.1-2.5	1.8-2.3	1.8-2.5

1/ VTS content categories are listed in Chapter II.

2/ Items are shown in Appendix A.

3/ Community size classifications (1960 census population)
1. under 500
2. 500 to 999
3. 1,000 to 2,499
4. 2,500 to 9,999
5. 10,000 to 24,999
6. 25,000 to 99,999
7. over 99,999

4/ Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

TABLE 67. VOCATIONAL TEACHER SATISFACTION, BY NUMBER OF VOCATIONAL PROGRAMS IN THE SCHOOL

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1]	Item No.[2]	Comparisons of number of vocational programs in the school[3]		
		1 vs. 2[4]	1 vs. 3	2 vs. 3
I	1	3.6-2.9	3.6-3.0	
I	5			2.4-3.0
II	53		3.1-3.7	2.9-3.7
III	35	2.8-2.4	2.8-2.4	
VI	30			1.6-2.0

[1] VTS content categories are listed in Chapter II.

[2] Items are shown in Appendix A.

[3] Classifications of number of vocational programs in the school
1. any of the four types of programs, alone
2. any two of the four types of programs
3. any three of the four types of programs
4. all four types of programs (not shown due to absence of any significant difference involving this class)

[4] Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

Satisfaction scores from schools offering all four programs appeared to be intermediate, not differing significantly from those of any of the other three classes on any of the satisfaction items.

CLASSROOM AND SHOP LOCATION

When vocational teacher satisfaction scores were analyzed in relation to the location of their classrooms and shops within the total physical plant of the school, significant differences among locations were found on fifteen items.

On fifteen items where significant differences were found, teachers located centrally within the school plant consistently expressed greater satisfaction than teachers working either in an isolated location within the high school building or in a separate building. Teachers working in isolated locations within the high school or in buildings more than one block from the high school consistently expressed the lowest satisfaction on items where significant differences appeared. These data are shown in Table 68.

ADEQUACY OF CONTACT WITH NON-VOCATIONAL PERSONNEL

A variable closely related to the preceding one was also employed to categorize vocational teachers' responses concerning job satisfaction. Teachers were asked if their contact with non-vocational personnel within the school system was sufficient or insufficient. Of the 66 quesions, only seven elicited significantly different responses; but in each case, those vocational teachers indicating sufficient contact with non-vocational personnel reported greater satisfaction than those who indicated insufficient contact. Group means are shown in Table 69 for the seven items on which significant differences were found.

TABLE 68. VOCATIONAL TEACHER SATISFACTION, BY LOCATION OF CLASSROOM OR SHOP

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category 1/	Item No. 2/	Location comparisons 3/ 1 vs. 2 4/	1 vs. 3	1 vs. 4	2 vs. 3	3 vs. 4
I	15			2.5-3.4		
III	12	1.8-2.5		1.8-2.6	2.5-1.9	
III	16	2.9-4.1	2.9-3.5			
III	17	2.0-3.4	2.0-2.6	2.0-3.1		
III	61	2.0-3.2	2.0-2.4	2.0-3.0	3.2-2.4	
III	64	1.9-2.5		1.9-2.5		
IV	10	2.7-3.6	2.7-3.3	2.7-4.0		3.3-4.0
IV	11	2.8-4.1		2.8-3.8	4.1-3.3	
IV	47				2.8-2.1	2.1-2.9
IV	48			2.0-2.7	2.4-2.0	2.0-2.7
V	31	1.6-2.0			2.0-1.7	
V	42	2.2-2.8			2.8-2.3	
V	56	2.4-3.1				
VI	44	2.2-2.8		2.2-3.0	2.8-2.2	2.2-3.0
VIII	32	2.0-2.3			2.3-1.9	

1/ VTS content categories are listed in Chapter II.

2/ Items are shown in Appendix A.

3/ Classifications for classroom and shop locations
1. centrally located within the main high school building
2. located within the main high school building but in an isolated section
3. separated from the main high school building by one block or less
4. separated from the main high school building by more than one block

4/ Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

TABLE 69. VOCATIONAL TEACHER SATISFACTION, BY ADEQUACY OF CONTACT WITH NON-VOCATIONAL PERSONNEL

Comparisons Resulting in Significant Differences Between Groups of Vocational Teachers

(Values are group means on a six-point scale; lower values indicate higher satisfaction)

VTS content category[1]	Item No.[2]	Comparisons of adequacy of contact with non-vocational personnel[3] 1 vs. 2[4]
I	5	3.02-2.51
II	53	4.13-3.40
III	61	3.55-2.26
VI	57	2.65-2.39
VI	59	2.85-2.44
VIII	22	2.69-2.31
VIII	36	2.78-2.20

[1] VTS content categories are listed in Chapter II.

[2] Items are shown in Appendix A.

[3] Classification as to adequacy of contact with non-vocational personnel
  1. vocational teachers who reported insufficient contact with non-vocational personnel
  2. vocational teachers who reported sufficient contact with non-vocational personnel

[4] Mean values for the first classification shown in each heading are on the left in comparisons of means shown under the heading.

CHAPTER IV: DISCUSSION

The examination and interpretation of findings of this study are presented in terms of the research questions explored and research hypotheses tested. These research questions and hypotheses, explicitly stated in Chapter V, have to do with attributes of the vocational teachers sampled; the role activity cognitions and normative expectations held by them and by persons in certain counter-role positions; vocational teachers' job satisfaction; and the legitimacy ascribed by them to various counter-role groups as sources of role definition. From these elements certain inferences about the potential for role conflict of the vocational teacher with the included are made. In addition to consideration of each type of data mentioned, attention is devoted to some general patterns of interrelationships among the separate findings.

A number of general qualifications or limitations that may apply to the project should be mentioned here. (a) only four fields of vocational education are included, so that any generalizations that are made cannot necessarily be applied to all the areas of vocational education. (b) subjects chosen for the types of counter-roles do not represent all potential "significant others." Methodological problems limited the number of types which could be included, but the study nevertheless, is unique in the number of counter-roles that are included. (c) differences in sample size in the fields studied may have an influence on results, especially when the small number of technical education teachers is considered. (d) the study was done in Oklahoma which may have certain characteristics not found to the same degree in many other states. For example, Vocational Agriculture training traditionally has been heavily emphasized in Oklahoma. (e) obviously the validity of results is dependent upon the extent to which respondents were willing to report their actual feelings. Respondents had differing levels of interest which could affect the nature of their responses. The results do not reveal "actual" behaviors, but reported cognitions. (f) the items chosen for inclusion in the various instruments can only be assumed to be salient and representative of the areas of concern to vocational education.

Attributes of the Vocational Teachers

A general research question raised in this study is concerned with what are the attributes of the sampled vocational teachers in terms of certain classes of variables such as (a) personal characteristics, (b) physical location of vocational teacher in relation to the remainder of the school and (c) feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel.

Personal characteristics examined include the following: age, sex, formal academic training, non-teaching work experience, educational experience other than in vocational teaching, experience as a vocational teacher, experience in present position, salary, and organizational affiliation. The question is posed as to what extent do differences show up concerning these characteristics.

Age

The distribution of the sample is heavily oriented to Vocational Agriculture teachers and Trade and Industrial Education instructors who as a group are older than Distributive Education teachers and Technical Education teachers. The former are likely to be middle aged.

The vocational education teacher can be expected to be somewhat older than the non-vocational teachers who were sampled and younger than the counselors who were included. As would also be expected, school administrators constitute the oldest group. Counselors are slightly older than vocational teachers. The fact that vocational teachers are paid better and usually are males in the fields surveyed in this study may help to account for the age differential in relation to non-vocational teachers who may be more likely to leave the teaching field because of low pay. Also more of the non-vocational teachers are females, who would be in a position to terminate their jobs for a wife-mother role.

Sex

Only eight percent of the vocational teachers surveyed are female; these teachers are concentrated in Trade and Industrial Education and in Distributive Education. Almost eleven percent of the Trade and Industrial Education teachers in the sample are female because cosmetology falls in this classification; twenty percent of the Distributive Education teachers sampled are women. Opportunities for women are non-existent in Vocational Agriculture and as yet in Technical Education.

FORMAL ACADEMIC TRAINING

Distributive Education teachers have more formal academic training than the other three vocational fields, followed by Vocational Agriculture teachers. While a somewhat higher percentage of Vocational Agriculture teachers than non-vocational teachers had done work beyond the master's degree, all non-vocational teachers had at least a bachelor's degree; on the other hand, seventeen percent of the vocational teachers did not have such a degree. This reflects the sometimes marginal position of the Trade and Industrial Education teacher in the school system, with his craft training and relative lack of formal academic education. The other vocational teachers are on an equal or higher level than the non-vocational teacher in formal academic training.

NON-TEACHING WORK EXPERIENCE:

Vocational Agriculture teachers list the greatest amount of non-teaching work experience. Trade and Industrial Education teachers come next, followed by Distributive Education teachers and then by Technical Education teachers. The Vocational Agriculture teachers are able to include farm work experience as youths, thereby raising their experience level. The need for job training is especially strong for Trade and Industrial Education teachers, for their occupations often require apprenticeships and years of experience to handle the requirements of their teaching job. Many Distributive Education teachers get experience in business firms, an especially important factor because Distributive Education teachers are not trained in college in the same way as those in the other vocational fields. The relative newness of Technical Education has limited the amount of non-teaching work experience a teacher in this field is likely to have.

EDUCATIONAL EXPERIENCE OTHER THAN IN VOCATIONAL EDUCATION

A high proportion of Trade and Industrial Education teachers have worked in some phase of education other than vocational education. The Trade and Industrial Education teachers often have experience in industrial arts; and Distributive Education includes a number of women who have had teaching experience outside of vocational education. The path from college to teaching Vocational Agriculture is so well defined that the new teacher usually immediately enters his field. The newness of Technical Education as a special area has resulted in the frequent recruitment of young personnel with no additional teaching experience outside their field.

EXPERIENCE AS A VOCATIONAL TEACHER

The patterning on years of experience as a vocational teacher varies widely for all four fields. Over seventy percent of the Vocational Agriculture teachers have been in vocational education for ten years or longer, reflecting their older age and movement into the field directly from college. Trade and Industrial Education teachers show the greatest dispersion. The fact that some enter the field late as well as the older age distribution may affect this spread. Technical Education teachers have the lowest range of experience as vocational teachers. In this relatively new field, some have come into the teaching arena from industry; others who still are relatively young, have transferred over from Trade and Industrial Education; and a certain number have entered directly from college. Distributive Education also, is only a generation old in Oklahoma. All of the teachers in the sample have less than twenty years experience, clustering in the less than five year category because they are for the most part a young group.

EXPERIENCE IN PRESENT POSITION

Vocational Agriculture and Trade and Industrial Education teachers tend to hold their present position for a somewhat longer period than the two remaining groups, although the model category for all four teacher types is less than five years. Vocational Agriculture teachers are likely to build strong social and economic ties in many of the small communities in which they locate, with the state office perhaps often being reluctant to suggest moves elsewhere unless the teacher wants to move or the situation makes it advisable. The relatively larger numbers of Vocational Agriculture and Trade and Industrial Education teachers in the upper age categories, may help account for the wide range of ages for these two groups compared with the other types of vocational teacher.

Salary

On a ten-month basis, Distributive Education teachers are more likely to make the highest salaries with Trade and Industrial Education teachers next. However, Vocational Agriculture teachers unlike the others are employed for twelve months. One of the areas of contention between vocational teachers and non-vocational teachers has been salary differentials. None of the vocational teachers make under $5,000 for the academic year whereas over thirteen percent of the non-vocational teachers make under this amount. A third of the vocational teachers make $6,000 and over, while 23.5% of the non-vocational teachers are in this category. Likewise one-third of the non-vocational teachers are on the summer payroll compared with 45% of the vocational teachers. This latter proportion is particularly affected by the 12 month employment of Vocational Agriculture teachers, placing about forty percent of the salaries of the group in the range of $8,000 and over. Counselors and administrators are more often in a higher income bracket than the vocational teachers; so age, as a reflection of length of service as well as the particular occupational category is shown in income level.

This cannot always be said about formal education or training. Distributive Education teachers tend to have the highest amount of education and are the highest paid for the school year. Trade and Industrial Education teachers are the next highest paid, but also have a higher percentage of members with the lowest amount of education. Relative to years of teaching experience in their field, Technical Education teachers and Distributive Education teachers are paid fairly well. The job opportunities outside the school system available to these last three categories of teachers probably helps to boost their pay, especially that of the Trade and Industrial Education teacher with his more limited formal education.

ORGANIZATIONAL AFFILIATIONS

In general, the "big joiners" of organizations are the Vocational Agriculture teachers. Nearly all teachers belong to state and/or national education organization and a majority of each type also hold membership in a state vocational association. From this point, organizational affiliation changes dramatically among teacher types. In addition to the farm organizations a Vocational Agriculture teacher usually joins, he is much more likely to be involved in civic organizations like Kiwanis and business organizations like the Chamber of Commerce. Developing a favorable image of his field with the outside public is partially handled in this way by the Vocational Agriculture teacher, who also has more opportunity to belong to such groups in the small communities in which he is frequently located.

Affiliation with business associations apparently means little to the Trade and Industrial Education teacher who usually has a labor background and is more likely to be located in an urban area. Business organization membership better fits the Distributive Education teacher because of the nature of the job. At the same time the higher proportion of females among Distributive Education teachers may lower total organizational affiliations. The Technical Education teacher is in a good position not to have to involve himself in a welter of organizational affiliations, certainly not to the extent that the Vocational Agriculture and Distributive Education teachers do.

Physical location of vocational teachers in relation to the remainder of the school staff values: Distributive Education teachers tend to have central locations in the main building. They also most nearly approach the characteristics of non-vocational teachers in other ways. These elements help to make them feel similar to teachers outside the area of vocational education. The reverse situation exists in Trade and Industrial Education. In addition to having fewer of the attributes of non-vocational teachers than any of the types of vocational educators included in the study (e.g., lower educational level, higher salary in relation to their formal education, etc.), the Trade and Industrial Education teacher also is more likely to be physically separated from other teachers. The Vocational Agriculture teachers also is likely to be a separate building; but more often than the Trade and Industrial Education teacher, he is in a separate building which is only one block away. The Technical Education teacher is usually in the main building. Sometimes he is located near space occupied by the physical sciences and may tend to identify as much with this group as with vocational education.

Feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel varied somewhat in relation to teacher type and work place location. It is interesting to note that both the Vocational Agriculture teacher and the Distributive Education teacher declare their contact with non-vocational personnel in the school is sufficient in about 85% of the cases. This is true although the Vocational Agriculture teacher, in almost half the cases, is in a separate building, one block away or less, while the Distributive Education teachers are usually located in the main building where contact with others would be easier. It may be that the Vocational Agriculture teachers are less concerned about such contacts or that they develop them elsewhere, located as they usually are in smaller schools and smaller communities.

Trade and Industrial Education teachers and Technical Education teachers are more often located away from other teachers and, in about one third of their responses, indicate that their contact with non-vocational personnel in their schools is insufficient. This situation possibly could abet the potential for role conflict in some of the content categories in which inter-personal relations might have some effect.

Distributive Education teachers are more likely to have their work site located near the remainder of the school personnel and in turn are more apt to feel they have sufficient contact with non-vocational personnel. At the same time, Vocational Agriculture teachers have (along with Trade and Industrial Education teachers) the greatest amount of physical separation but feel almost as much as Distributive Education teachers that the extent of their contact with non-vocational personnel is sufficient.

Activity Cognitions and Normative Expectations

A major portion of the study is devoted to indicating the extent to which vocational teachers and the incumbents of six major counter-roles feel that vocational teachers actually engage in and should engage in certain selected activities. A series of research hypotheses were tested concerning these orientations and are analyzed here. The activities are examined within the context of ten substantive categories, as well as by selected demographic factors.

Responses to activity cognitions and normative expectations by vocational field. The research hypothesis that in each vocational field considered, significant differences will exist between the activity cognitions of vocational teachers and those of the sampled counter-role incumbents is established. The greatest number of significant differences between the vocational teachers and the counter-roles showed up in Category V, "Assisting in Post High School Placement of Students" and VI, "Establishing Working Conditions and Facilities." Vocational teachers think they do more work in matters relating to the placement of students than the various counter-role occupants think they do, except in the field of Technical Education, where the impact of the small sample has already been mentioned. These differences particularly show up in the case of Vocational Agriculture and Trade and Industrial Education instructors, and include the reactions of vocational students and counselors who should be in the best position of the various counter-roles to know what transpires in this area. Parents, who of the various counter-roles, generally exhibit the fewest number of significant differences from the vocational teacher, do not think that Vocational Agriculture teachers assist in placing students. However, agriculture is the one field of the four studied where the student has the greatest opportunity to be self-employed and therefore may not need such assistance to as great a degree as the others.

On "Establishing Working Conditions and Facilities", the items are so varied that no clear pattern emerges. Distributive Education teachers vary here in relationship to their counter-roles somewhat more than they do elsewhere. Differences show up strongest first for Trade and Industrial Education teachers and then for Vocational Agriculture. The counter-roles may assume that the smaller classes of the vocational teacher, especially those of Trade and Industrial Education, mean vocational teachers have a lower class load than non-vocational teachers although the former believe that this is not true because they have to work so intensive with each of their students.

At the other end of the continuum, few significant differences appear in the overall responses of the various counter-roles compared with vocational teachers on "Seeking Advice in Curriculum Orientation" and on matters pertaining to "Relating Generally with Local and State Administration." This latter pattern of response is consistent with the fact that vocational teachers stress that local administrators and state board personnel, of all the groups they were questioned about, have a right to be involved in their activities.

Significant differences concerning what vocational teachers do, as seen by the vocational teachers and by those in the indicated counter-roles are greatest for the students, (both vocational and non-vocational) especially in the cases of Vocational Agriculture and Trade and Industrial Education. Differences also are relatively high for administrators, non-vocational teachers, and counselors in descending order. Differences are least for parents. Thus, for most of the counter-roles considered, what they think vocational teachers do compared with what the vocational teachers think they do, varies considerably. In general, vocational teachers apparently are not very successful in persuading the school population to accept their point of view on activity cognitions. The counter-role group most often paralleling the vocational teachers' point of view is parents of vocational students.

Distributive Education teachers and their counter-role respondents show the widest range in significant differences obtained. The responses for this teacher type vary widely by content category and by counter-roles within each content category. Matters pertaining to curriculum show the fewest significant differences from counter-roles, possibly reflecting the fact that in many ways this field is most like the non-vocational curricula of the school. Technical Education shows the fewest differences between focal role and the various counter-roles. This situation may be more a reflection of smallness of sample size than any other factor.

The research hypothesis that in each vocational field considered, significant differences will exist between the normative expectations of vocational teachers and those of the sampled counter-role incumbents is established. The area most frequently displaying such differences is the content category VI on "Establishing Working Conditions and Facilities." Here the vocational teacher more frequently thinks working conditions and facilities should be better than do the counter-roles. This is especially true of the Trade and Industrial Education teacher and the Distributive Education teacher.

Another category showing a large number of significant differences in normative expectations of the vocational teacher as contrasted with the six counter-roles is category IV, "Influencing the Recruitment and Assignment of Students." The vocational teacher feels he should have more of a voice here than do most of the counter-role respondents. The conviction is particularly strong on the part of counter-role respondents that vocational teachers should encourage high ability students to take vocational classes to a lesser extent than vocational teachers feel they should. This apparently reflects a generalized attitude that high ability young people should have other orientation than to vocational education subjects. At the same time most of the counter-role personnel accept the notion that vocational teachers should control who can enroll in the program and be able to advise parents of the benefits of vocational education.

The differences that show up on normative expectations are strongest for Trade and Industrial Education and Distributive Education teachers on category IV, "Influencing Recruitment and Assignment of Students." Ordinarily, it would be expected that Vocational Agriculture teachers would show frequent differences here from counter-roles. It may be that the strategic position of the Vocational Agriculture teacher in the small rural school has some impact on the responses to this item.

Differences generally show up most often for Trade and Industrial Education teachers and next for Vocational Agriculture teachers, whose training, orientations, and salary situation often puts them in conflict with other persons in the school system. Technical Education teachers show no significant differences, perhaps primarily because of the technical problems relating to small sample size.

The content categories in which there is the highest degree of consensus as to what the vocational teacher should do as seen by the focal role and the counter-roles are in content category II, "Developing Curriculum Content and Objectives" and content category XI on "Seeking In-service Professional Development." Next comes content category VIII, "Relating Generally with Local and State Administration." These are areas in which people in counter-roles probably feel that the vocational teachers should be involved for his own benefit and for that of the school.

In general, there is considerably more consensus on what vocational teachers should do between the focal role and such counter-roles as counselors and administrators. Students, both vocational and non-vocational, vary from the responses of the vocational teachers on normative expectations, but to a lesser degree than in their concepts of what vocational teachers actually do. Parents are approximately the same in both cases. Parents are in the middle range on normative expectations and most nearly show consensus with vocational teachers on activity cognitions, whereas administrators and counselors more nearly approach consensus with vocational teachers on normative expectations, but show more significant differences on activity cognitions. In both instances, students vary most from the vocational teachers.

The significant differences show up mostly between students (both vocational and non-vocational) and Trade and Industrial Education teachers, Vocational Agriculture teachers ranking second. At the same time the frequency with which such differences are expressed is less for normative expectations than for activity cognitions. The counter-role incumbents react differently from the focal roles particularly on the level of what they believe is actually going on.

The third research hypothesis states that in each vocational education field considered, significant differences will be found between the activity cognitions and normative expectations, reported by each of the respondent groups included. This is apparently the case.

The content categories for which the various roles particularly show significant differences in their comparisons of what vocational teachers do with what they believe vocational teachers should do are in category X, "Seeking In-service Professional Development and category V, "Assisting in Post High School Placement of Students,"by vocational teachers. Category X is the area with the greatest number of significant differences, showing up for at least three of the four teacher types by all but one of the counter-roles included. Generally, the reaction is that vocational teachers should seek more training while they are on the job than they actually do. Vocational teachers concur with this conclusion less frequently than do the counter-roles.

Category V, "Assisting in Post High School Placement of Students" by vocational teachers is the next most frequent area in which significant differences appear, showing up for three to four of the four teacher types given by five of the seven roles included. Trade and Industrial Education teachers and Vocational Agriculture teachers show significant differences between what they believe they do and what they think they should do in this content category, while Distributive Education teachers do not. The former apparently believe they should do more than they do. Even the usually acquiescent parents believe that there are disparities between ideal and real behaviors for categories V and X for Trade and Industrial Education teachers and Vocational Agriculture teachers. These are areas where significant others especially appear to feel that the vocational teacher should act to a greater extent than he does. The higher educational training of the Distributive Education teacher and the fact that he is likely to work more closely with employers than the teacher from any of the other three vocational groups may help to account for the variations which occur here. The problem of sample size applied to Technical Education personnel also has to be remembered in dealing with the research hypothesis.

Category III, "Choosing Methods and Procedures of Instruction" is mentioned by four roles for showing significant differences for three to four vocational fields and is not mentioned at all by two roles as applying to any of the four fields of vocational education, in which intra-positional comparisons are made. The same situation applies to a somewhat lesser degree to content category VIII on "Relating Generally with Local and State Administration." Content category II "Developing of Curriculum Content and Objectives" shows the fewest number of differences between activity cognitions and normative expectations by the various roles included in the study. Thus the responses to intra-positional comparisons display a wide range of replies, indicating some sense of discrimination by the various role occupants.

The next set of research hypotheses to be discussed centers on significant differences which may exist in the responses of respondents by economic regions, size of school, and size of community. The assumption is made here that respondents in different sections of the state may vary to some extent in their reactions to what the vocational teacher's role is and should be as a reflection of dissimilar economic and social conditions in various geographic areas. Similarly needs and demands are not always the same in large and small communities, with vocational education teacher roles reflecting this fact. Large schools can offer a wider variety of programs with certain programs having more status than others among many of the respondents. Rurally oriented publics may especially appreciate the efforts of the Vocational Agriculture teacher while the relatively highly urbanized publics may disdain the efforts of the Vocational Agriculture teacher when he exists there in favor of Technical and Distributive Education. These points illustrate some of the issues that a limited analysis of the kind made here may raise. This section of the report is largely explanatory and suggestive concerning the implications that may be raised. Only a gross picture is given that combines all of the respondents.

The first research hypothesis to be considered here is that significant differences will be found in activity cognitions of respondents from different economic regions, and from schools and communities of different size. The results secured make any real conclusions very tentative for the percentage of significant differences beyond those resulting from the impact of chance factors is quite small. The proportion of all possible comparisons that are significant is about nine percent. Since chance factors could account for five percent of these differences, the lack of conclusive results is clear. The opinions of the various role incumbents that the vocational teacher is more likely engaged in the activities studied; i.e., the existence of a positive reaction is apparent to a greater degree in the northern part of the state than in the southern section. This portion of the state is generally wealthier and may have more suitable resources for vocational education. Two of the economic regions include the two major metropolitan regions of the state, one with the lowest ranking and the other with the highest ranking of the six regions included. It may be that the nature of the internal operations of the major school districts in these two areas have to be understood to account for this variation.

The larger the school size and community size, the more likely it is for respondents to feel that vocational teachers engage in the activities listed. Again, the conjecture can be offered that the larger schools and communities have the resources to assist teachers in accomplishing the various activities considered. The one exception has already been mentioned; i.e., one metropolitan region shows a reverse trend which was especially noticeable for Trade and Industrial Education.

Another research hypothesis relating to locale is that significant differences will be found in the normative expectations of respondents from different economic regions and from schools and communities of differing size. There are somewhat fewer significant differences in the normative expectations for vocational teachers than in the activity cognitions, but the findings is only slightly above the level of chance. Variations occur among the economic regions, for which no explanation exists that has a definite supporting base, the pattern being somewhat the same as for activity cognitions, but less so. The same situation also exists when comparisons are made by size of school and size of community.

The next research hypothesis on locale is that significant differences will be found between the activity cognitions and normative expectations of respondents from each economic region and from each size of school and community. No pattern of difference among regions exists and in no instance is there a significant difference showing a greater extent of perceived than of desired activity. Smaller schools do have fewer disparities than larger ones. The same condition occurs when comparisons are made by size of community, although the positive relationship here is somewhat less pronounced. Perhaps in smaller schools and smaller communities the respondents tend to know the teacher better and feel that he is doing his job as he should while in larger systems, the opportunity to do this is lessened.

In general, the three hypotheses discussed above have not been very definitely established. They indicate the possibility of a limited number of significant differences related to the variables under study. Additional explorations and analyses must be performed to ascertain if these categories, and variables are truly meaningful as predictors to vocational teacher role and role conflict.

Job Satisfaction of Vocational Teachers

The degree to which a person feels satisfied about his job may relate to the manner in which he plays his role, including how adequately he interacts with "significant others." For this reason, job satisfaction as a factor which could affect the vocational teacher's potential for role conflict is explored in this study. Posed here is the research question as to the extent that vocational teachers feel satisfied with the various aspects of their profession. From this, conjectures may be possible as to some of the interrelationships with attributes, activity cognitions, normative expectations, legitimacy orientations, and the role conflict potential of vocational education teachers. The items concerning job satisfaction were different from those concerning activity cognitions and normative expectations, yet in many ways they were related. Job satisfaction, therefore, has to be treated as an independent unit in this study which can be linked only indirectly to the other elements included.

The research hypothesis is that significant differences will be found in job satisfaction scores of vocational teachers in relation to (a) personal characteristics, (b) work-place characteristics, and (c) feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel. Personal characteristics include: vocational teaching fields, age, formal academic training, experience as a vocational teacher, experience in present position, and salary. These characteristics are reviewed separately.

VOCATIONAL TEACHERS FIELD

Probably the most important result of the job satisfaction inquiry is the fact that even where significant differences in job satisfaction by teachers in different fields are found, all teachers show a relatively high degree of satisfaction on an overall basis, with three teachers types having responses that usually fall between "very often satisfied," the second highest response and "often satisfied," the third highest response out of six possible categories of response.

As a whole, Distributive Education teachers show the highest satisfaction. This is consistent with the results obtained elsewhere in the study. Distributive Education teachers, of the four fields studied, are most nearly like non-vocational teachers. Also, a higher percentage of them have had experience as teachers outside of the vocational education field. They are among the best paid teachers for the academic year, have a high rating on additional formal education compared with other teachers (which could serve as a status-raising device) and display fewer potentials for role conflict in showing a lower distribution of significant differences in activity cognitions and normative expectations in relation to the various counter-roles as compared with Vocational Agriculture and Trade and Industrial education teachers. They also are more willing to attribute legitimacy to more groups to have a right to expect them to engage in particular activities. A higher ratio of these teachers are female, who could be more accepting of their jobs than males. Thus, the Distributive Education teachers have many factors working in their favor that cut down on the possibility of feeling marginal in the school system, including more acceptance by the students themselves.

Technical Education teachers display the least job satisfaction of the four teacher types. They are the only group to fall between the third and fourth response level, of "often satisfied" and "occasionally satisfied." It seems probable that the small size of the sample in this group may again have influenced the results. For the teachers generally, the greatest dissatisfactions concern content of textbooks, the level of ability and academic background of students, and inadequate space for teaching. The areas of discontent are, thus, not in matters affecting relations with other working personnel. Significant differences show up among the teachers on only about one third of the items appearing on the job satisfaction inventory, a pattern which indicates a greater degree of similarity than difference in terms of level of satisfaction.

AGE

The older the teacher, the higher the level of job satisfaction is likely to be. On about a quarter of the items included in the job satisfaction inventory, it was discovered that on about 75% of the items, significant differences by age did not appear. Variations were largely concentrated on working conditions, arrangements and facilities, and on general relationships with administrators and the state office. The older teacher has "survived" and probably become fonder of his job over the years. His seniority probably helps his work situation, for he is likely to know well and be known better by his superiors. He has had time to get his working conditions improved. In the area of recruitment and assignment of students, the older vocational teacher does express greater dissatisfaction than the younger teacher. He has had more chance for involvement in his field and perhaps feels that vocational education does not get the support he thinks this type of education should have.

FORMAL ACADEMIC TRAINING

Significant differences between teachers having different amounts of training occur on less than eight percent of the items on the job satisfaction instrument. Based on this limited number of items, no clear pattern emerges for the variable of academic training. Apparently the replies crisscross the various fields with no discernible base for arriving at conclusions as to why this condition exists.

EXPERIENCE AS A VOCATIONAL TEACHER

Significant differences are found on only five items (7.58%). When all these items are examined together, one can see a positive relationship between number of years as a vocational teacher and job satisfaction. Those teachers with longest experience feel most satisfied about knowing what is going on. This reaction is consistent with the data on age and job satisfaction that was discussed earlier.

EXPERIENCE IN PRESENT POSITION

Based on significant differences found on just under ten percent of the items, a positive relationship appears to exist between number of years in current position and job satisfaction. For example, teachers having held the position for a longer time find their job does not interfere with their family life as much. Perhaps they have learned to adjust or control their work situation more effectively. The same applies to the length of their working day. Also the conditions given in the section on "Years of Experience as a Vocational Teacher" about knowing what was going on apply here as well as a possible source of satisfaction.

SALARY

Significant differences among vocational teachers show up on slightly over one-fifth of the job satisfaction items in relation to the teacher's salary. The main differences that appeared were for those at the lowest end of the salary continuum and those at the highest. This pattern would be at least in part consistent with the responses given elsewhere in this discussion; it is likely that the older, more experienced teachers receive the highest salaries and also have the greatest degree of job satisfaction.

Work-place characteristics include: economic region, school size, community size, number of relevant types of vocational education offered by the school, and physical location of vocational teaching facilities in relation to the remainder of the school plant.

ECONOMIC REGION

The relatively highest vocational teaching satisfaction scores are in regions three and five, the lowest in regions four and six, with the remaining two regions, falling between. Regions five and six are the two major metropolitan areas of the state. In one of these the response level is between "often satisfied" and "occasionally satisfied" whereas in all the remaining five regions responses centered in varying degrees between "very often satisfied" or "often satisfied". It is perhaps pertinent to note that the Trade and Industrial Education teachers in the major school district of the metropolitan region with lowest job satisfaction rating manifested more hostility in responding to the various questionnaires given them than was shown, at almost any other location. This reaction may be reflected in their replies. It is also possible that morale may be lower in this region, although the satisfaction score still falls in the middle range of a six-point scale and would have to be considered moderate.

SCHOOL SIZE

Relatively few significant differences in job satisfaction exist in relation to school size. They are focused on recruitment and assignment of students and on working conditions and facilities. Vocational teachers in the largest schools display the greatest degree of dissatisfaction; the smallest schools, however, did not show the obverse. There may be some connection between the conjectures given in the above section on economic regions and school size as it pertains to the recruitment and assignment of students. Vocational teachers in at least one of the large metropolitan regions with its large school may feel they may get too low a caliber of student, without recognizing that they have a number of teachers who lack college degrees. At the same time, the fact that the differences that exist are relatively small must also be kept in mind.

COMMUNITY SIZE

No distinct patterning appears here that allows for possible explanations other than to state that satisfaction scores seemed highest in communities ranging from 2,500 to 25,000.

NUMBER OF RELEVANT TYPES OF VOCATIONAL EDUCATION OFFERED BY THE SCHOOL

Very few significant differences in job satisfaction appear in relation whether a school has one or more types of programs. The limited data available indicate a possible positive relationship between number of programs offered and teacher satisfaction. Perhaps the teachers and others have fewer problems when students have more choices to take in fields which interest them.

PHYSICAL LOCATION OF VOCATIONAL TEACHING FACILITIES

On a number of items teachers located centrally within the school plant show the most satisfaction while those who are not so located express the lowest satisfaction in items where significant differences appear. It may be that some teachers feel that physical isolation contributes to potential social isolation for themselves and their pupils. Significant differences showed up in this regard on almost 25% of the items included in the inventory.

Feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel is the final variable to be examined. Contact between vocational teachers and non-vocational teachers is a variable which to a limited degree affects job satisfaction, at least in certain areas. Significant differences show up on about ten percent of the items. Vocational agriculture teachers especially are less bothered by this condition than others, perhaps because the nature of their work allows more contacts elsewhere.

Legitimacy Ascriptions by Vocational Teachers

The four types of vocational teachers questioned had eleven categories of persons to whom they could ascribe legitimacy (defined for this study as the right to expect the vocational teachers to engage in a particular activity). The instrument included the six sampled counter-role sources of expectations: non-vocational teachers, non-vocational students, vocational students, parents of vocational students, counselors, and administrators. In addition, five other counter-role types were listed for the vocational teacher to consider, -- State Board personnel, local school board members, employers or prospective employers of students, other vocational teachers in the field, and interested community groups.

The findings reveal that only three of these eleven counter-roles are given significant ascriptions of legitimacy by the four types of vocational teachers. Administrators clearly dominate the responses with State Board personnel coming next. The local school board is given a legitimacy rating on a limited number of activities. Fellow teachers, students, and the remaining counter-roles listed are not generally recognized by the Vocational instructors as having a right to expect them to engage in the activities rated in the study. The three groups accorded legitimacy--administrators, State Board personnel, and local school board--are policy-makers.

The remaining groups apparently are viewed as having no real authority although they may or may not have influence and opinions.

Administrators are ascribed legitimacy chiefly by Trade and Industrial Education teachers, closely followed by Vocational Agriculture teachers. This rating is given to almost 80 percent of the seventy items by Trade and Industrial Education teachers and by 76 percent of the Vocational Agriculture teachers. Sixty percent of the Distributive Education teachers assign legitimacy to administrators on the seventy items; but less than 23 percent of the Technical Education teachers do this. The content areas which show up most frequently are "Choosing Methods and Procedures of Instruction," "Developing the Image of Vocational Education," and "Seeking In-service Professional Development."

State Board personnel, as a group entitled to legitimacy, is especially stressed by Distributive Education teachers. On occasion this unit is mentioned more often that administrators, showing an unusually strong linkage of Distributive Education to the state office as compared with other vocational teachers. State Board personnel, are granted legitimacy upon almost 55 percent of the seventy items by Distributive Education teachers compared with 36 percent by Trade and Industrial Education teachers; 29 percent by Vocational Agriculture teachers; and 21 percent by Technical Education teachers. The content categories stressed are the same three as those for administrators, discussed above.

The local school board members are granted legitimacy more rarely, and this phenomenon is concentrated on the items included in "Developing the Image of Vocational Education" and "Seeking In-service Professional Development."

It can be said in summary that the two counter-role groups most often ascribed legitimacy by the vocational teachers are ones whose job is essentially that of professional supervision over the teacher. This reveals a basically bureaucratic orientation on their part; i.e., being most concerned with the opinions of those persons whom they encounter in authority relationships and who have a superordinate work role.

The Potential for Role Conflict Among Vocational Teachers

The model concerning role conflict given in Chapter II of this report is predicated on the proposition that the highest potential for role conflict exists where disparities in activity cognitions and in normative expectations exist between the focal role by these counter-role ascribed legitimacy by the focal role and where the focal role has disparities between his own activities and norms.

The material that has been presented shows that for all four teacher types, the content category that has the highest potential for role conflict in terms of number of teacher types involved is X "Guidance In-service Professional Development." This is the content category in which significant differences in role definition appear between the vocational teachers and three types of counter-roles rated as legitimate by the vocational teachers, administrators, state board personnel and, to a lesser degree, local school board members. The counter-role personnel also reveal a number of disparities in their own activity cognitions and normative expectations.

Vocational teachers in general appear to think that the various counter-role groups expect them to secure more additional formal education than the teachers think they need. Most of them probably feel they do reasonably well in their areas. Obviously, superordinates are more likely to want their subordinates as well trained as possible. The variation among vocational teachers' ideas on this content category is slight for all fields other than Technical Education, although considerable difference actually exists in the amount of formal training held by the teachers, especially in Distributive Education compared with Trade and Industrial Education.

Also rating somewhat high in potential for role conflict are content categories IV on "Guidance in Recruitment and Assignments of Students" and IX on "Guidance in Developing the Image of Vocational Education." Counter-role personnel rated as legitimate or otherwise by vocational teachers seemingly think that vocational teachers should do more in these areas than they do. Such a reaction might be expected from policy makers. Low ratings in potential for role conflict were more scattered.

An overall view of all ten content categories shows that the potential for role conflict is moderate. If one uses a continuum of very high, high low, and very low potential for role conflict, the concentration percentage-wise is to be found in the two middle categories. Technical Education teachers particularly have an almost imperceptible percentage in the "very high" potential for role conflict classification. Generally, over eighty percent of the ratings are classified as "low" by Technical Education teachers. The three other teacher types have larger percentages at both extremes. The deviation of the Technical Education teachers from the others may be a reflection of the fact that relatively few teachers in this field are included in the sample.

Trade and Industrial Education teachers appear to have the most potential for role conflict, with seven out of ten categories showing over 10 percent in the "very high" classification. When the "high" classification is added, eight out of ten content categories show a potential for role conflict in that over 50 percent of the responses for each content category in Trade and

Industrial Education fall in the "very high" and "high" role conflict potential classification. Vocational Agriculture teachers come next, with six out of ten content categories having over 50 percent in the "very high" and "high" classifications. For Distributive Education teachers, 50 percent or over in the "very high" and "high" classifications occurs in only two out of the ten categories. One of these findings is VI, "Establishing Working Conditions and Facilities." This does not hold true for Vocational Agriculture teachers, although it does for Trade and Industrial Education teachers.

Variations in sample size may account for some of the differences, but it is likely that other factors may enter in. Trade and Industrial Education teachers are more differentiated from the other teachers in formal education and yet are paid relatively well. Certain demands on them such as getting more formal education are likely to be greater. Vocational Agriculture teachers have more potential for conflict with administrators, especially in small communities, because their role provides more opportunity and independence of interaction with groups outside of the school than would be true of other types of teachers, vocational or nonvocational. The newness of Technical Education and its limited development in the state may create role conflict potentials until the "proper" behaviors of this group becomes more clearly defined. By and large, Distributive Education teachers probably have fewer bases for any true role conflict developing. They sometimes may not be satisfied with some aspects of their working conditions; but, in general they conform to the image that the local administrators, state board personnel, and local school board want.

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study had two central objectives which were substantive in nature: (a) to depict the role of four types of vocational teachers in Oklahoma and (b) to assess the potential for role conflict associated with activities of each of the four types of teachers considered. The four types of vocational teachers were those employed to teach the fields of Vocational Agriculture, Trade and Industrial Education, Technical Education, and Distributive Education in secondary schools. A third objective of the study was theoretical and methodological in nature--to add to the fund of general knowledge of role theory and to extend the usefulness of role theory as an approach for investigating educational problems.

This chapter contains a statement of the conclusions drawn from the data which were examined in relation to the above objectives. Certain implications of the findings of this investigation also are stated, followed by recommendations regarding possible uses of the findings of this study in educational settings and in further research.

Conclusions

The conclusions from this study are presented in five separate sections. In the order of their appearance, the sections report conclusions regarding (a) attributes of vocational teachers, (b) job satisfaction of vocational teachers, (c) activity cognitions and normative expectations for vocational teachers, (d) legitimacy ascribed by vocational teachers, and (e) potential for role conflict.

CONCLUSIONS REGARDING THE ATTRIBUTES OF VOCATIONAL TEACHERS

Age Differences By Field

The vocational education teacher is more likely to be somewhat older than the non-vocational teacher. The distribution of the sample is heavily oriented to Vocational Agriculture and Trade and Industrial Education teachers who as a group are older than Distributive Education teachers and Technical Education instructors. The former teachers are likely to be middle aged.

Sex Differences By Field

A heavy majority of the vocational teachers are males. Women employed as cosmetology teachers constitute almost eleven percent of the Trade and Industrial instructors, while twenty percent of the Distributive Education teachers are women. The two remaining fields are made up entirely of males.

Experience and Training Differences By Field

Distributive Education teachers have the greatest amount of formal academic training, followed by Vocational Agriculture teachers. While a high proportion of the vocational teachers have training beyond the bachelor's degree, Trade and Industrial Education teachers are variant from those in other fields of vocational education as well as from those in non-vocational education in that 28 percent of the sample of Trade and Industrial teachers have less than a bachelor's degree. This is counteracted to some extent by the fact that teachers in Trade and Industrial Education rank second among the four fields in years of non-teaching work experience. Vocational Agriculture instructors were ranked first in terms of non-teaching work experience, possibly because they could include part-time farm work experience as youths and in connection with their present employment. All other vocational teacher types also have some non-teaching work experience, but Technical Education instructors have the least since they are often fairly young and are operating in a relatively new field. Over one-half of the vocational teachers studied have experience as educators outside of vocational education. Trade and Industrial Education teachers frequently have worked in industrial arts, and 68 percent of the sampled Distributive Education teachers have experience in other fields of education.

Vocational Agriculture teachers have the greatest number of years of experience in vocational education. They are an older age group. Trade and Industrial Education instructors show the widest spread in years as vocational teachers since some of them entered their field later in life than did the other vocational teachers. Persons in Technical Education have the lowest range of experience as vocational teachers.

Vocational Agriculture and Trade and Industrial Education teachers tend to hold their present position for a somewhat longer period than the other vocational teacher types. However the modal category for all of the vocational teacher types in their present job is less than five years.

Definite points of discontent for the vocational instructor result from the fact that counter-roles disagree with his belief that his working conditions and facilities should be better than they are. This discontent is further increased by the belief of counter-roles that vocational teachers should not unduly influence the recruitment and assignment of students. The counter-roles probably accentuate this feeling in generally believing that high ability students do not need to be in vocational education as their major field. These viewpoints can abet the vocational teacher's sense of status insecurity.

At the same time, the existence of a higher degree of consensus of administrators and counselors with vocational teachers on normative expectations than occurs with the other counter-roles provides a strategic basis for the vocational teacher to attempt to handle some of his problems, since these two counter-roles can be so strategic for his effective functioning. Despite the existence of some areas of disagreement among these three categories of school personnel, there also are many problems they can handle together. The vocational educator needs to verse himself in the strategies and tactics that will enable him to get this potentially useful support. Administrators may be more aware of and capable of judging activities of vocational personnel. Too, they may have more of a basis to raise questions regarding the activities of vocational teachers.

For all groups, fewer normative expectation than activity cognition disparities are found. This indicates that all respondents, including vocational teachers, feel more nearly the same as to what the ideal behaviors of vocational education teachers are but have more divergent views as to what vocational teachers are doing. Not unexpectedly, the feelings of vocational teachers as to what they actually do and what they should do generally tend to coincide. On the other hand, whether it is a non-factual expression of hostility serving as a means of indicating status differences or a realistic assessment of what actually goes on as compared to beliefs as to what should be done, the viewpoint of students tends most strongly to be the obverse of vocational teachers. The latter must recognize that the non-vocational students especially can be an effective and potent force in influencing members of the student body either to enroll or to not enroll in vocational classes. Such students also are in a position to mete out or to withhold social acceptance of those who do enroll. To deny them legitimacy may be very dangerous to the vocational teacher who instead should be interested in establishing liason with these persons in the hope that they will become positive, or at least neutral, in their orientation to vocational education and vocational education students. The same may apply to other groups who have been denied legitimacy by vocational education teachers.

Physical Location and Attitudes About Contacts with Non-vocational Personnel

Distributive Education teachers tend to have central locations in the main building and generally feel that they have sufficient contact with non-vocational personnel in the school. The Trade and Industrial Education teacher generally is removed physically, and in a third of the responses feels his contact with non-vocational school personnel is insufficient. This physical separation along with his often lower educational level and higher salary creates enough of a basis of differences with non-vocational teachers and other vocational teachers so that the possibility of his becoming a marginal person within his local school system is quite great.

Miscellaneous Attributes of Vocational Teachers

Distributive Education teachers have the highest salaries on a ten-month basis, followed by Trade and Industrial Education teachers. (The former have the highest amount of formal education and the latter the least amount of formal education of the four teacher types.) Vocational Agriculture teachers are employed for twelve months while other types are generally on a ten-month basis. Vocational teachers overall are paid better than non-vocational teachers. Differences in experience and training of vocational teachers compared with non-vocational teachers and salary supplementation by the State Board for Vocational Education are not the only reasons for these differentials. Vocational teachers, for the most part, have more opportunity to secure employment outside of education and therefore are in a better bargaining position than most non-vocational teachers.

Vocational Agriculture teachers, who are especially to be found in small communities, are the most frequent joiners of a number of kinds of organizations, including civic and business. The other types of vocational teachers especially concentrate on membership in professional associations of a general or vocational nature.

CONCLUSIONS REGARDING THE JOB SATISFACTION OF VOCATIONAL TEACHERS

Satisfaction of Vocational Teachers in General

Despite variations in attributes, expectations, and potential for role conflict of the vocational teachers, all four vocational teacher types studied show a relatively high degree of job satisfaction, as measured in this investigation.

Relationships between Attributes of Vocational Teachers and Job Satisfaction

By vocational teacher fields, Distributive Education teachers show the highest job satisfaction. Of the teachers in the four fields that were examined, they probably have the most favorable work situation overall. Technical Education teachers display the least job satisfaction. This may be primarily a reflection of lack of definition of their place as members of a relatively new field not yet well developed in Oklahoma. Technical Education teachers appear to be seeking acceptance as a more intellectually rigorous program than most vocational programs. However, the results of this study fail to indicate clearly that either vocational or non-vocational teachers are more favorable toward Technical Education than toward other fields. There is a certain amount of conflicting evidence pointing in either direction.

Older teachers have a higher level of job satisfaction than younger teachers on 25 percent of the items in the job satisfaction inventory. No clear pattern is discernible on any association between the amount of formal academic training and job satisfaction. On the small number of items concerning experience as a vocational teacher for which significant differences were found, a positive relationship exists between years as a vocational teacher and job satisfaction. In a limited number of items, a positive relationship seems to occur between number of years in the vocational teacher's present position and job satisfaction. Significant differences among vocational instructors appeared on slightly over one-fifth of the job satisfaction items when related to salary, with the highest salaried employees being most satisfied. Even though there was otherwise a generally positive relationship between salary and satisfaction, teachers in the next to highest salary bracket ($7,000 to $8,000) tended to have the lowest satisfaction scores.

Relationships between Locational Characteristics of Vocational Teachers and Job Satisfaction

On approximately 25 percent of the items in the job satisfaction inventory, significant differences in job satisfaction appeared between vocational teachers centrally located in the school and those who were not. Usually the teachers in the central location showed the most satisfaction. Also, to a limited degree, those teachers who felt that their contact with non-vocational teachers was adequate were more likely to be satisfied. Economic region, school size, and community size, seemed to make little difference in job satisfaction. One metropolitan region shows more job satisfaction than the other--a situation which cannot be explained on the basis of data obtained for the purposes of this study.

The conclusions cited thus far indicate that vocational teachers are by no means a homogeneous group of persons. They differ in a number of ways between fields of specialization and also vary widely within each field. The tendency to hold sterotypic perceptions regarding vocational teachers is a dangerous one. Failure to recognize the unique attributes and associated needs of members of this professional group can be expected of itself to inhibit the communication which is an absolute prerequisite for clearly defined roles that are relatively free of conflicting expectations.

CONCLUSIONS REGARDING ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS FOR VOCATIONAL TEACHERS

Existence of Inter-positional Disparities

Significant disparities exist between vocational teachers and their six counter-roles with respect both to the activity cognitions and the normative expectations they hold for vocational teachers. This is true of all of the four types of vocational education considered, but with the greatest numbers of disparities existing in relation to Vocational Agriculture and Trade and Industrial Education.

Existence of Intra-positional Disparities

The vocational teachers and their respective counter-roles each have significant intra-positional disparities between the activity cognitions and normative expectations they hold in relation to vocational teacher activities. Again, this was true of all four types of vocational education considered, but disparities occurred most frequently in relation to Vocational Agriculture and Trade and Industrial Education.

Counter-roles Having the Greatest Number of Inter-positional Disparities

Of all the counter-roles, vocational and non-vocational students tend to hold the greatest number of activity cognitions and normative expectations which are disparate from those of vocational teachers. With certain exceptions, parents and counselors tend to hold activity cognitions and normative expectations which are the least disparate from those of vocational teachers.

Two types of vocational teachers especially may find themselves occupying an increasingly marginal position in the school system. These are Trade and Industrial Education teachers and Vocational Agriculture teachers. The marginal person is theoretically part of the system but actually is not completely in it. The vocational teacher is tied to the academic world of the school but is especially oriented to the world of work. He is a member of groups outside the school and has to pay attention to outgroups such as farm organizations, unions, employer's associations, and others whose pressures may be many, subtle in some cases, and pervasive. These pressures to meet the goals of work-oriented groups may sometimes cause the vocational teacher some conflict in relation to the possibly more generalized aims of the school system.

The Vocational Agriculture teacher has additional problems. He often is viewed as an authority figure in small communities. His field is long established and older than other fields of vocational education in Oklahoma. Now he is feeling new pressures arising from the increasing urbanization of the state which may be lessening the importance of the position he has been occupying in vocational education generally, as well as in his own school system and community.

Yet the potential for role conflict for vocational teachers appears to be as much moderate as it is severe. In one sense, this allows appropriate adjustments to be made in the school system without severe strain on any one group. It also has the danger of allowing problems to be ignored because a real crisis may not be generally in evidence.

The relatively high legitimacy rating given administrators and State Board personnel by vocational teachers suggests an important dimension concerning role conflict which role study can borrow from reference group and organization theory, that of "multiple allegiance," sometimes referred to as "dual allegiance." The role of the vocational teacher illustrates some of the problems that can occur in a system where there are elements of control by local school administrators and by a state or federal bureaucracy. Although the influence of local administrators generally is reported to prevail by all types of vocational teachers, in the case of Distributive Education teachers, State Board personnel show dominance over local personnel in such areas as guidance in post high school placement of students, financial arrangements, development of the image of vocational education, and in-service training. Here is a trend worth watching. However, as Purcell has shown in his work on companies and unions, dual allegiance does not necessarily have to produce conflict.[1] In the matter of allegiance to the local school bureaucracy and State Board rather than to their profession, the loyalty of vocational education teachers seems to bureaucratically ordered. Further research on these questions of multiple allegiance is now being carried on.

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[1] T. V. Purcell, The Worker Speaks His Mind on Company and Union. Cambridge: Harvard University Press, 1954.

When the element of legitimacy is introduced, the statistical disparity (used alone) which several researchers have called role conflict may have a psuedo-quality. Although significant variations showed up frequently between focal and counter-role occupants in activity cognitions and/or normative expectations, the fact that the vocational teacher does not accept most of these people as having the right to expect him to act in a particular way may affect the chance of role conflict occurring. A recent industrial study by Pugh substantiates this interpretation, but in a different way.[2]

This study of vocational teachers has revealed that two facets of legitimacy in role expectations may be isolated, legitimacy of source and legitimacy in content, or who has the right to expectations and which kinds of normative expectations are acceptable. For vocational teachers, parents more than any others in counter-roles have "acceptable" ideas as to the content of the vocational teacher's role in that their ideas generally are in greatest agreement with the vocational teacher's own; but in most cases parents are not considered legitimate sources of opinion. Local school administrators dominate as legitimate sources, but are only partially "acceptable" in the content of their expectations.

Realistically, it seems that legitimacy of source would be more important in affecting the behavior of the occupant of a focal role. Certainly without some check on whether counter-role groups are perceived as legitimate sources for certain expectations, lack of statistical agreement on the expectations cannot be considered as the most important indicator either of role conflict or of the potential for changing roles. Only morale may be helped when activity cognitions or normative expectations are alike; the dynamic for change seems to rest with acknowledged influence, the right of others to expect a behavioral change.

Several implications concerning job satisfaction are indicated. Characteristics such as regional location, size of community, and size of school show no really discernible patterns that can be associated with job satisfaction. What variations that occur are more likely indicative of local situations rather than representing a condition that is subject to generalization.

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[2] Derek Pugh, "Role Activation Conflict: A Study of Industrial Inspection," American Sociological Review, Vol. 31 (December, 1966), pp. 835-842.

Counter-roles Having the Greatest Number of Intra-positional Disparities

Non-vocational teachers and administrators joined with non-vocational students in having the greatest numbers of disparities between the activity cognitions and normative expectations they hold for vocational teachers. Parents again have the fewest disparities.

Comparisons by Economic Region, School Size, and Community Size

When responses from all of the sampled positions are pooled, there are relatively few differences in activity cognitions or normative expectations which can be associated with the economic region of the State, the size of school, or the size of community in which responses were obtained. In the northern part of the state, both activity cognitions and normative expectations for vocational teacher activities tend to be somewhat lower than those obtained in southern portions of the state. Also, a weak positive relationship was found between the frequency of such disparities and both school size and community size. In addition, school size and community size were found to have a weak positive correlation with frequency of significant disparities between activity cognitions and normative expectations.

CONCLUSIONS REGARDING LEGITIMACY ASCRIBED BY VOCATIONAL TEACHERS

The only counter-role receiving a designation of legitimacy from vocational teachers with any degree of consistency is that of the school administrator. Other relevant positions not utilized as counter-roles but which received ascriptions of legitimacy from vocational teachers were State Board personnel and, to a lesser extent, school board members.

Trade and Industrial Education teachers and Vocational Agriculture teachers emphasize the legitimacy dimension for school administrators, while State Board personnel as a group entitled to legitimacy is stressed most frequently by Distributive Education instructors.

The responses of the vocational teachers indicate that their primary concern is for the opinions of their administrative supeiors in the local school system and in the state office; and that, for the most part, then is a general lack of concern for the remaining categories as "significant others" in affecting their behavior.

CONCLUSIONS REGARDING POTENTIAL FOR ROLE CONFLICT

One function of the study is to contribute to a better understanding of the role conflict concept on both a methodological and a substantive level. The approach is more adequate in considering the potential for role conflict than for viewing actual role conflict. The thesis is that the highest potential for role conflict on a particular activity occurs where (a) a counter-role is granted legitimacy by the vocational teacher occupying the focal role, (b) disparities in activity cognitions and/or normative expectations of the focal role and counter-role exist, and (c) disparities between activity cognitions and normative expectations of the focal role also occur. From this approach, certain conclusions are possible on methodology and substantive findings.

Conclusions Regarding Methodology

The orientation given above allows a means of operationalizing the study of the potential for role conflict on a continuum ranging from intense, where all of the conditions given above exist, to the obverse situation of role consensus where legitimacy is admitted but in which no disparities occur. A whole series of categories become available in which conflict can be rated as very high, high, low and very low.

Conclusions Regarding Substantive Findings

Trade and Industrial Education teachers appear to have the most potential for conflict. Vocational Agriculture teachers ranked a close second. Statistically, Technical Education teachers have the least potential for role conflict but due to the extremely limited number of teachers of this type available for sampling in Oklahoma, such a conclusion can only be highly tentative. Distributive Education teachers in fact may have the least potential for role conflict of the four fields studied.

The content category of activities with the highest potential for role conflict is number X, "Seeking In-service Professional Development," which occurs for all teacher types except Technical Education. As has been mentioned, results for Technical Education may be subject to some question because of a very limited size of sample. The various counter-roles, including those rated as legitimate, want the vocational teachers to get more formal education. The Distributive Education teachers especially have considerable graduate training and in many cases the other vocational teachers also have been taking work beyond the master's degree. It may be that the counter-roles are not fully cognizant of this fact or that they are thinking primarily of those teachers who do need more training.

Content category IV on "Influencing Recruitment and Assingment of Students" and content category IX on "Developing the Image of Vocational Education," also have relatively high ratings for role conflict potential. With relatively few exceptions, both legitimate and non-legitimate counter-roles seemingly think vocational teachers are not doing enough in these areas. Relatively low potential for role conflict is scattered among seven of the ten content categories, although two of the seven rated high for at least one of the four types of vocational teachers.

Indicative of a possible problem created by having only a very small number of Technical Education teacher for the study is the fact that one content category which ranked low in potential for role conflict for this type of teachers was rated high for the other three types. The relative newness of Technical Education in Oklahoma may be another major reason why very high potential for role conflict was rarely present for the members of this field of vocational education.

An examination of the results of this study reveals a substantial basis for the existence of role conflict potential. This conflict potential, while perhaps not so excessive as to create open conflict at the present time, undoubtedly is a factor in inhibiting the effectiveness of vocational teachers and should be an area of concern to individuals having an interest in vocational education.

Implications of Findings

Substantive implications and methodological implications are discussed separately in this section, with theoretical implications being interwoven with both.

SUBSTANTIVE IMPLICATIONS

Attributes, such as age, level of training, salary paid, etc., can be indices to enable a researcher to pinpoint important areas that relate to role behavior and role conflict. Thus the lower level of formal education of Trade and Industrial Education teachers in relation to their relatively high salary brackets reveals a possible friction point, especially with non-vocational teachers.

For most of the counter-roles considered, what they think vocational teachers do compared with what vocational teachers think they do, varies considerably. This indicates that vocational educators have a real need to clarify their role to others, certainly to a greater extent than they appear to be doing at the present time with groups that could affect their future.

To some extent, location of class or work area may affect job satisfaction. The teachers with central locations are more likely to feel they have sufficient contact with non-vocational personnel in the school. This can aid job satisfaction through cutting down on the sense of isolation. The locational factor may not be a major source of discontent for the vocational teacher, but it is one which bears further observation.

The longer vocational teachers stay on the job the more satisfied they are likely to become. Apparently this situation may occur even when a fairly high potential for role conflict is likely to exist. Job satisfaction is higher for older teachers despite the fact that this instructor is more likely to be a Trade and Industrial Education teacher or a Vocational Agriculture teacher, both of whom show more disparities from the various counter-roles on activity cognitions and normative expectations than do the other vocational teacher types studied. In some ways it is surprising that vocational teachers score as high as they do on job satisfaction, but at the same time the existence of this level of satisfaction is consistent with the results of the study which show that the potential for role conflict tends to be moderate rather than very high. This situation is especially evident for Distributive Education teachers. Relatively good salaries, an adequate location, a feeling that one's job does not make a person feel too differently from others and that he is accepted by others, provide prime ingredients for job satisfaction. These conditions appear to be met to a lesser extent for Vocational Agriculture and Trade and Industrial Education instructors who nevertheless find many rewards in their jobs. Conclusions regarding Technical Education teachers are limited by the small number of instructors in this field.

METHODOLOGICAL IMPLICATIONS

The methodological approach developed in this study allowed for the statistical analysis of the vocational teacher as a focal role in relationship with six counter-roles. Descriptive role studies have dealt with a multiplicity of roles in interaction but few role studies oriented around a statistical approach have attempted to deal with more than two or three roles. Non-parametric statistics represented by Kruskal-Wallis one-way analysis of variance tests followed by Mann Whitnet z_U tests made the more extended approach used in this study possible. The results secured support the feasibility of this method of analysis.

The use of the concept of legitimacy as a methodological tool in the consideration of the interrelationships of so many categories of persons makes possible a more adequate means of studying role conflict potential. Most prior studies of role conflict have either ignored or simply implied the legitimacy dimension. Where it has been used, it has been in conjunction with two or three roles in interaction. In this study, the legitimacy relation of the vocational teacher with eleven categories of persons was made, using the techniques described in the preceding paragraph. The matter of legitimacy, it appears to the authors, is basic in ascertaining a key aspect of role conflict in organizational settings.

The development of this type of role conflict model provides a means of operationalizing elements that make for conflict through allowing the use of statistical analysis rather than reliance on a purely descriptive approach. It is possible to ascertain various combinations that can be placed in a continuum from role congruence to high potential for role conflict.

Recommendations

RECOMMENDATIONS CONCERNING METHODOLOGY

Replication of the study in different settings would be desirable (a) to eliminate or to assess the effects of the unique Oklahoma patterns of vocational education, for historically agriculture has been an important sector in the economy of Oklahoma and Vocational Agriculture has been the predominant form of vocational education available to students, and (b) to determine which items elicit like patterns of response and what similarities in teacher characteristics continue despite changes in setting.

A refinement of the instruments would be beneficial so that those pertaining to activity congitions and normative expectations are more comparable with the job satisfaction instrument. This also would enable job satisfaction to be related more effectively to the model that indicates the potential for role conflict.

Another possibility that could add to the approach used is to include second order cognitions; for example, the vocational teacher's cognitions of what counter-roles think he actually does and what he should do. This approach would permit assessment of the ability of the vocational teacher to accurately report counter-role cognitions regarding him, and indirectly to measure how much he is aware of the extent to which counter-roles fail to understand what the vocational teacher actually does and fail to agree with him as to what he should do.

Further studies of the legitimacy dimension are needed. Since State Board personnel and local school board members are two of the three principal categories accorded legitimacy by the vocational teachers. Additional studies should consider including them as counter-roles despite the methodological and other problems that may result from following this course of action.

Dependent variables such as activity cognitions, normative expectations, legitimacy, job satisfaction, and attribute responses should be examined in relation to a hierarchical arrangement of economic region, school size, community size, and position and personal characteristics of respondents to refine further the analysis of differences in dependent variables in relation to the classification variables. Categories within classification variables should be collapsed if necessary to have sufficient numbers per cell. The exploration of essentially demographic factors may have potential significance and should be examined in greater detail than was possible in the present study.

A refinement of techniques utilized in this study should be applied to a national sample of post-secondary public vocational and technical schools.

GENERAL RECOMMENDATIONS

The belief of so many counter-role occupants that more vocational teachers need additional training is not in complete accord with certain facts. This attitude can add to the sense of status insecurity of the vocational teacher. Distinct variations are apparent among types of vocational teachers regarding the amount of advanced formal training they secure, being particularly apparent in a comparison of Distributive Education teachers and Trade and Industrial Education instructors.

Vocational personnel need to let the public know that upgrading is taking place and that real effort is being made in obtaining solid in-service education that often is comparable or superior to the efforts of non-vocational teachers.

Further investigation of the impact of location of classroom and shop facilities of vocational teachers in relation to the remainder of the school population seems warranted. This study indicates the possibility that the physical separation of Trade and Industrial teachers along with other factors may contribute to their feeling that their contact with non-vocational personnel is insufficient. Yet Vocational Agriculture teachers do not feel as strongly this way although they often are in separate quarters. They may have a wider range of contacts because of the nature of their job. These differences indicate that the problem is a complex one.

With the current shortage of teachers, consideration should be given to the wider use of women in teaching a broader range of vocational education subjects. This should be possible particularly in Technical Education although it may not be practical for Vocational Agriculture and some areas of Trade and Industrial Education.

Since students, both vocational and non-vocational, are the counter-roles that are most likely to hold expectations that are disparate from those of vocational teachers, workers in vocational education should consider better ways than now are used to reach these students so as to demonstrate the place and function of vocational programs within the educational world. In turn, there may be a need to reassess certain aspects of vocational education in today's curriculum when so many disparities appear between the viewpoints of students and vocational teachers.

It seems that changes in the vocational teacher's role can be accomplished most readily by those the teacher considers be "legitimate" counter-roles. Legitimacy especially resides in the hands of the local administrators, according to the vocational teachers providing responses to this study. Expectations of State Board personnel and to a lesser extent school board member also are considered "legitimate." The need for federal and state vocational agencies and other groups to work particularly with local administrators to effectuate change in vocational education practices was made very evident in this study. Because of his close proximity to the vocational teacher the local administrator appears to be the key person to influence change. Persons in program planning should be cognizant of this fact.

Vocational teachers in many cases need to feel less separated psychologically from non-vocational teachers and other working members of the school system. The latter need to know better the position and problems of vocational teachers of various types. A possible device that may help meet this need is the encouragement of interdisciplinary educational workshops to encourage vocational and non-vocational personnel to work together to develop commonly derived educational objectives and teaching strategies for students with differing capabilities, backgrounds, and interests. From this type of activity, mutual improvement of both vocational and non-vocational education has more likelihood of occurring.

CHAPTER VI: SUMMARY

The Problem

Educators, employers, and the general public increasingly are assessing vocational education in the secondary schools in an effort to determine how such programs are serving and can best continue to serve in developing the manpower pool of the future. Individuals and groups engaging in such an undertaking either on a formal or an incidental basis often fail, for a variety of reasons, to arrive at a consensus as to what vocational teachers are doing or should be doing. They may, at one level of consciousness or another, fail to find agreement between what they feel vocational teachers are doing and what they feel such teachers should be doing. The result is that the vocational teacher frequently finds that persons with whom he interacts and who are in a position to exert pressures upon him, may hold differing views about what he actually does and about what he should do. Many or all of these views of others may be very unlike what the vocational teacher feels he does and should do. In such situations, the effectiveness and efficiency of vocational teachers may be subject to deterioration.

Objectives

The study is designed to provide to vocational teachers and others interested in the field of vocational education a better picture of how vocational teachers perceive what they do and what they should do, as well as the extent to which their activities, real and ideal, are viewed by others in the same manner as the teachers see them. Such knowledge should assist vocational educators particularly in making decisions regarding types of activities which may need modification and in communicating about soundly based activities to concerned publics.

Another objective of this study is to add to the fund of general knowledge on role theory and to develop further the use of role theory as a heuristic device for analyzing practical problems. The premise is that sound theory has great utility when applied as a framework for examining real life situations and does not have to remain isolated as simply a series of obstructions. It is felt that from a study of the roles and role conflicts of vocational teachers, theoretical as well as substantive gains can be made.

Theoretical Framework

Since detailed theoretical formulation for the study is provided elsewhere, only general comments are given here to clarify certain unfamiliar terms which have been extracted from role theory statements for use in this investigation.

The focal role, which in this study is that of the vocational education teacher, can be analyzed in either of two ways: (a) with respect to what actors in that position should or ought to do and how they should interact with occupants of counter-positions (players of counter-roles) or (b) with respect to what they actually do and how they actually interact with others. Several types of statements may be obtained in analyzing the role concept. The inclusiveness and extent of such role statements determine the degree to which a comprehensive analysis of a role can be made. The three principal classes of statements obtained from respondents in the present study are:

1. Activity Cognitions

    a. What the player of a focal role states he actually does in relation to a given activity.

    b. What players of selected counter-roles perceive that the players of a focal role actually do in relation to a given activity.

2. Normative Expectations

    a. What the player of a focal role perceives he should or ought to do in relation to a given activity.

    b. What players of selected counter-roles think the players of a focal role should or ought to do in relation to a given activity.

3. Legitimacy of Activity Cognitions

    a. Whether or not the players of a focal role feel the players of selected counter-roles have a right to hold some kind of expectations concerning various activities in which the players of the focal role engage.

Obtaining these three classes of statements permits investigations of potential inter-role conflict and intra-role conflict by revealing disparities in cognitions existing between occupants of a focal position, between occupants of a single counter-position or multiple counter-positions, or between the focal position and counter-positions.

As in definitions of role, there is also a lack of agreement and a lack of precise theoretical articulation in the current conceptions of role conflict. The major portion of this study is limited to an analysis of what is referred to as potential for role conflict.

Potential for role conflict is defined as the existence of disparate prescriptions held by an actor and others for the behavior and attributes of that actor in a particular role. To determine situations in which potential for role conflict exists, it is not necessary to know how an actor deals with incompatible role prescriptions. These prescriptions may be held by members of the focal position, in this case vocational teachers themselves, or may be held by relevant other, such as students, parents, administrators, and other teachers. This type of role conflict may be intra-positionally determined, by contrasting what occupants of a single position feel vocational teachers actually do versus what they feel vocational teachers should do, or inter-positionally determined where views of one position are contrasted with views of one or more other groups.

One useful result which may be obtained from the sociological analysis of the potential for role conflict is that identification can be made of locations within the social system where certain disparities consistently appear.

Research Questions and Hypotheses

To fulfill the objectives of this investigation, data were collected and examined in relation to four general research questions. The research questions were:

Question I. What are the attributes of the sampled vocational teachers in terms of the following classes of variables?

A. Personal characteristics

1. Age
2. Sex
3. Formal academic training
4. Non-teaching work experience

5. Educational experience other than in vocational teaching
6. Experience as a vocational teacher
7. Experience in present position
8. Salary
9. Organizational affiliations

B. Physical location of vocational teachers in relation to the remainder of the non-vocational school personnel

C. Feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel

Question II. To what extent do vocational teachers and incumbants of six counter-roles feel that vocational teachers actually engage in and should engage in each of seventy selected activities?

Question III. To what extent do vocational teachers feel satisfied with each of sixty-six different aspects of their profession?

Question IV. What are the groups to which vocational teachers ascribe legitimacy in relation to expectations for vocational teacher activity?

In addition to examining descriptive data in connection with each of the research questions, seven general research hypotheses were tested with inferential statistical methods. The research hypotheses were:

Hypothesis I. In each vocational education field considered, significant differences will exist between the activity cognitions of vocational teachers and those of the various classes of counter-role incumbents included in the sample.

Hypothesis II. In each vocational education field considered, significant differences will exist between the normative expectations of vocational teachers and those of the various classes of counter-role incumbents included in the sample.

Hypothesis III. In each vocational education field considered, significant differences will be found between the activity cognitions and normative expectations reported by each of respondent groups included in the sample.

Hypothesis IV. Significant differences will be found in activity cognitions of respondents from different economic regions, and from schools and communities of differing size.

Hypothesis V. Significant differences will be found in normative expectations of respondents from different economic regions and from schools and communities of differing size.

Hypothesis VI. Significant differences will be found between the activity cognitions and the normative expectations of respondents from each economic region and from each size of school and community.

Hypothesis VII. Significant differences will be found in job satisfaction scores of vocational teachers classified in terms of each of the following variables:

A. Personal characteristics

1. Vocational teaching field
2. Age
3. Formal academic training
4. Experience as a vocational teacher
5. Experience in present position
6. Salary

B. Work-place characteristics

1. Economic region
2. School size
3. Community size
4. Number of relevant types of vocational education offered by the school
5. Physical location of vocational teaching facilities in relation to the remainder of the school plant

C. Feelings of vocational teachers regarding the adequacy of their contact with non-vocational personnel

Methodology and Sample

Through extensive interviewing of vocational and non-vocational personnel, content items for a series of research instruments were obtained. Preliminary forms of the instruments were field tested in a pilot study and further refined. In addition to instruments for assessing activity cognitions, normative expectations, and counter-role legitimacy, forms were developed for measuring the extent to which vocational teachers are satisfied with 66 selected aspects of their profession. Background information forms were also prepared for the purpose of developing an explicit description of all classes of respondents utilized in the study.

Data were collected at 82 Oklahoma high schools which were selected according to a stratified random sampling plan. An individual respondent sampling plan was established which provided that insofar as possible the following distribution of counter-roles would be represented independently for each of the four vocational teacher types present in a sample school.

All vocational teachers of the type specified
2 Vocational students from the field specified
2 Parents of vocational students from the field specified
2 Non-vocational students
2 Non-vocational teachers
1 Counselor
1 Administrator

Data were collected in group interview sessions from over 1500 respondents, including approximately 250 vocational teachers. Statistical tests utilized in the study were Kruskal-Wallis nonparametric analysis of variance, the Mann-Whitney z_U test, and a test for significant difference in proportions.

Highlights of Results and Findings

The findings of this study are of several varieties and may be classified as follows:

A. Substantive findings related to the research questions and hypotheses

    1. Descriptive statements regarding vocational teachers and their role

        a. Attributes of vocational teachers
        b. Satisfaction of vocational teachers
        c. Expectation of vocational teachers and others in

relevant positions regarding the extent to which vocational teachers actually engage in and should engage in a number of specified activities.

   - d. Expressions of the extent to which vocational teachers feel various classes of individuals have a right to hold expectations regarding the manner in which vocational teachers perform their duties.

 - 2. Analytical statements regarding the existence of potential for role conflict
   - a. Results of individual statistical tests specifying location of potential for role conflict
   - b. Results of the application of a model for assessing in broader terms the extent of potential for role conflict for given types of vocational teachers

- B. Theoretical and methodological findings
  - 1. Observations as to the general utility of the role theory framework in this investigation
  - 2. Observations regarding methodological approaches which are somewhat unique to this investigation

ATTRIBUTES OF VOCATIONAL TEACHERS

In terms of the characteristics of vocational teachers, substantial differences were found between fields of vocational education on distributions of age, sex, amounts of formal academic training, non-teaching work experience, experience as a non-vocational teacher, experience as a vocational teacher, and tenure in present position, salary, organizational affiliations, work-place location in relation to the remainder of the school plant, and feelings regarding the adequacy of their contact with non-vocational personnel. These findings were utilized in discussing possible causes and implications of phenomena observed in other parts of the study.

VOCATIONAL TEACHER SATISFACTION

Vocational teacher satisfaction as measured in this investigation appears to be highest for Distributive Education teachers and lowest for Technical Education teachers. Vocational Agriculture teachers and Trade and Industrial Education teachers were intermediate and did not differ greatly in job satisfaction.

With the four types of vocational teachers combined, the following relationships were observed in connection with vocational teacher satisfaction: Age and satisfaction were closely related, with older teachers being more satisfied than younger teachers; teachers who held either a master's degree or no college degree at all were less satisfied than teachers who held a bachelor's degree but not a master's degree; slight positive relationships were found between satisfaction and both total number of years as a vocational teacher and tenure in present teaching position; satisfaction and salary levels in general were related positively, except that teachers receiving $7000 to $9000 for a ten-month year appeared to be less satisfied than the lowest paid group which earned less than $5000 (perhaps an artifact resulting from conversion of all Vocational Agriculture teacher salaries from a 12 month basis to a 10 month equivalent); and with certain exceptions, teachers in smaller communities appeared to be more satisfied than their counter-parts in larger schools and communities. One of the more striking findings regarding satisfaction was that teachers whose classrooms and/or shops were in an isolated location within the main high school building or in buildings more than one block removed from the main building were less satisfied than teachers who were located centrally within the main building or in a separate building less than one block away. In a related analysis, it was found that vocational teachers who expressed the feeling that they had sufficient contact with non-vocational personnel were more satisfied than their counter-parts who felt that they did not have sufficient contact with non-vocational personnel.

ACTIVITY COGNITIONS AND NORMATIVE EXPECTATIONS

Due to the need to view separately the specific descriptive findings regarding activity cognitions and normative expectations, no summary of this material is provided here. Results of analyses involving those data produced the following general findings:

Significant disparities exist between each of the four types of vocational teachers and their six counter-roles with respect both to the activity cognitions and the normative expectations they hold for the respective types of vocational teacher activities.

For each vocational teacher type, the vocational teachers and their respective counter-roles each have significant disparities between the activity cognitions and normative expectations held in relation to vocational teacher activities.

Of all the counter-roles, both vocational and non-vocational students tend to hold the greatest number of activity cognitions and normative expectations which are disparate from those of vocational teachers. With certain exceptions, parents and counselors tended to hold activity cognitions and normative expectations which are the least disparate from those of vocational teachers.

Non-vocational teachers and administrators join with non-vocational students in having the greatest numbers of disparities between the activity cognitions and normative expectations they hold for vocational teachers. Parents again have the fewest disparities.

COMPARISONS BY ECONOMIC REGION, SCHOOL SIZE, AND COMMUNITY SIZE

When responses from all of the sampled positions are pooled, there are relatively few differences in activity cognitions or normative expectations which can be associated with the economic region of the State, the size of school, or the size of community in which responses were obtained. In the northern part of the State, both activity cognitions and normative expectations for vocational teacher activities tend to be somewhat lower than those obtained in southern portions of the state. Also, a weak positive relationship was found between the frequency of such disparities and both school size and community size. In addition, school size and community size were found to have a weak positive correlation with frequency of significant disparities between activity cognitions and normative expectations.

LEGITIMACY ASCRIBED BY VOCATIONAL TEACHERS

The only counter-role receiving a designation of legitimacy from vocational teachers with any degree of consistency are school administrators. Other relevant positions not utilized as counter-roles but which received ascriptions of legitimacy from vocational teachers are state board personnel and, to a lesser extent, school board members.

CONCLUSIONS REGARDING POTENTIAL FOR ROLE CONFLICT

When the findings regarding the legitimacy of counter-role expectations are integrated into an interpretive model with findings regarding the frequency of activity cognition and normative expectation disparities, three categories of vocational teacher activities emerged as having the greatest potential for inducing role conflict. These categories have to do with vocational teachers' "Assisting in Post High School Placement of Students", "Influencing Recruitment and Assignment of Students", and "Seeking In-Service Professional Development". The first of the three categories appears to hold much more potential for role conflict relative to Vocational Agriculture teachers, Trade and Industrial Education teachers, and Technical Education teachers, than in relation to Distributive Education teachers. The second category appears to be relatively serious for all four teacher types, but much more serious for Trade and Industrial Education teachers than for the others. The third category also appears to be relatively serious for all four types of teachers, but somewhat less so for Technical Education teachers than for the other types. Two additional categories of activities each appear to present serious potential for conflict to only one type of teacher. Technical Education teachers are unique in having as an area of greatest potential conflict, "Developing Curriculum, Content, and Objectives." The area of "Establishing Working Conditions and Facilities" was one which appeared to hold potential problems which were much more serious for Distributive Education teachers than for the other types of vocational teachers.

Significance and Implications of Findings

The data assembled within a role theory framework for this investigation provide an empirical basis for describing key areas of the vocational teacher role, the expectations of others about what is and what should be the role of the vocational teacher, and the potentialities for role conflict between vocational teachers and significant others. The Kruskal-Wallis non-parametric one-way analysis of variance test in conjunction with the Mann-Whitney z_U test was found to be a feasible means of comparing statistically the expectations reported by persons occupying a variety of positions.

Incorporating a legitimacy dimension into this study made it possible to deal with one of the key aspects of assessing role conflict, that of making determinations as to whom vocational teachers view as having the right to hold expectations in connection with their role activities. The question of legitimacy becomes important to the vocational teacher when he considers whether and/or how to react to the viewpoints of others that are disparate from his own. The concept of legitimacy provides the focus for a model which was used in this study in assessing potential role conflict.

In addition to operationalizing the study of role attributes and activities, the approach utilized in this investigation provides a basis for judgments as to whether role conflict in given instances is immediately real or simply has a pseudo-quality with only the potential for becoming actualized.

Differences found to exist between what vocational teachers and their counter-roles think vocational teachers do and/or should do are sufficient to indicate that vocational teachers have a definite need to clarify their activities to others. The fact that administrators, counselors, and parents do have a relatively high degree of consensus with vocational teachers on what the latter should do, undoubtedly helps to alleviate this situation. This is particularly true with respect to administrators, since they occupy such a strategic position within the social system of the school.

The counter-role holding expectations which are most dissimilar to those of the vocational teacher is the non-vocational student. Since the impact of non-vocational students on the vocational teacher is quite indirect, the vocational teacher may think that the views of this group can be ignored. However, the powerful and pervasive influence of students upon other students must be recognized. Through the subtle and not so subtle rewards meted out within the youth sub-culture, students are in a position to exert a major influence upon their peers who are or who could become vocational students.

There tends to be better agreement between counter-roles and vocational teachers regarding what vocational teachers should do than regarding what they actually do. Where this conditions prevails, change may be facilitated by the relative ease of reaching agreement on what is needed.

The study also points out how dual allegiance, in this case loyalty both to local administrators and to State Board personnel, can be a dilemma for the many vocational teachers who believe that both of these groups have the right to expect them to engage in particular activities. Problems may arise for the vocational teacher when divergent expectations are held by the two counter-roles regarding his activity. However, because of a number of possible mitigating influences, dual allegiance does not always lead to conflict. Except in a few especially troublesome areas, the potential for role conflict for vocational teachers appears to be moderate rather than intense.

The physical location of a vocational teacher's classroom or shop in relation to the remainder of the school plant appears to be related to job satisfaction. Location apparently is not a primary source of discontent for the vocational teacher, but the overall effects of physical isolation or separation deserve further consideration.

Findings from the study indicate that the longer vocational teachers stay on the job, the more satisfied they are likely to be--even though a fairly high potential for role conflict may exist.

While the attributes of each type of vocational education teacher considered in this study appear to differ from those of non-vocational teachers and from those of the other types of vocational teachers, Trade and Industrial Education teachers especially have characteristics which tend to set them apart.

Recommendations for Further Action

Several recommendations for additional research and action have become apparent through this study. It would be worthwhile for it to be replicated in a variety of settings to identify those aspects of the findings which may extend beyond the boundaries of this state and have regional or national significance.

The approach used in the project can be expanded in a number of ways. Job satisfaction as a factor affecting role behavior should be integrated into other dimensions of the role concept in a more adequate manner than has been done in this exploratory analysis. Also, the inclusion of responses from additional counter-roles such as State Board personnel and local school board members might be justified despite the special problems which the addition of such groups would create. A further examination of the legitimacy dimension, especially in connection with possible problems of "multiple allegiance," is needed. A small scale investigation of this type has already been initiated as an offshoot of the study reported herein. Another complex but desirable extension of this research effort would be a study involving second order cognitions of vocational teachers. This approach would assess the ability of vocational teachers to estimate accurately the cognitions of others regarding vocational teacher behaviors.

The results of this research effort suggest that the *legitimacy* dimension is extremely important in assessing the quality of the inter-relationships of the vocational teachers with other groups. Legitimacy most frequently lies with local administrators, next with State Board personnel, and thirdly with local school board members. If changes in vocational teacher behaviors appear desirable, those groups having the highest legitimacy ratings as given by vocational teachers should be able to have the greatest impact at the most minimal cost. A better understanding of the inter-relationships of these groups with the vocational teacher may assist in planning strategies for inducing change.

While vocational personnel must recognize their deficiencies, they also need to develop appropriate ways to let concerned groups know what they are doing to improve upon and to utilize their professional competencies. For example, the notion that vocational teachers are not well prepared for their jobs because of insufficient in-service training appears to be without a factual basis in many cases and should be clarified among the various publics with whom the affected vocational teacher must deal.

Additional investigation into the relationship of a number of factors with the location of vocational classrooms and shop facilities may be justified. Spatial arrangements appear to be related to job satisfaction, to the feeling of marginality on the part of some vocational teachers, and to the amount of opportunity for interacting with other school personnel. Obviously, all vocational teaching shops cannot be housed in a central location within the main high school building. However, steps can be taken to reduce the psychological distance that appears to isolate many vocational teachers from the remainder of the school.

The non-vocational student needs to be reached so that he can understand better the overall importance of vocational education. At the present time he appears to be indifferent or perhaps even to have negative attitudes toward this form of education and toward many of the persons who are involved in it. In turn, it may be worthwhile for vocational educators to make a realistic assessment of their respective programs to determining whether there is justification for the attitudes held by students, both vocational and non-vocational. If there is justification, remedial steps should be given serious consideration.

Inter-disciplinary workshops may be a useful device to encourage vocational and non-vocational personnel to strive together to work out objectives and strategies that relate more satisfactorily in handling the problems of educating students with differing interests, backgrounds, and capabilities.

Further work utilizing role conceptualizations appears to be justified in terms of the insights such studies can provide regarding the behaviors and problems of a particular collectivity of persons such as vocational teachers. The concept of role can be operationalized and the results of studies of this type can be translated into meaningful action.

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APPENDIX A: EXAMPLES OF INSTRUMENTS

GI-1	General Information Form For Vocational Education Teachers
VTA-1	Activity Cognitions Inventory
VTA-2	Normative Expectations Inventory, Cover Page
VTA-3	Counter-role Legitimacy Inventory, Cover Page
VTS	Vocational Teacher Satisfaction Inventory

(GENERAL INFORMATION FORM FOR VOCATIONAL TEACHERS)

GI-I (VO. ED. T.)

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER
Research Foundation
FRontier 2-6211, Ext. 271
74075

GI-I GENERAL INFORMATION FROM VOCATIONAL EDUCATION TEACHERS

CHECK APPROPRIATE SPACES

1. Your current vocational education specialty:
   ( ) 1. vocational agriculture
   ( ) 2. trade and industrial education. Specify field:__________
   ( ) 3. technical education. Specify field:__________________
   ( ) 4. distributive education
   ( ) 5. other (specify):_________________________________

2. Your age:
   ( ) 1. under 25
   ( ) 2. 25 - 29
   ( ) 3. 30 - 34
   ( ) 4. 35 - 39
   ( ) 5. 40 - 44
   ( ) 6. 45 - 49
   ( ) 7. 50 - 59
   ( ) 8. 60 and over

3. Your sex:
   ( ) 1. male
   ( ) 2. female

4. Your current marital status:
   ( ) 1. single
   ( ) 2. married
   ( ) 3. widowed
   ( ) 4. divorced

5. Number of dependents, including spouse:
   ( ) 1. none
   ( ) 2. one
   ( ) 3. two
   ( ) 4. three
   ( ) 5. four
   ( ) 6. five or more

6. Formal academic training: (check only the highest level achieved)
   - ☐ 1. postgraduate training beyond the master's degree
   - ☐ 2. master's degree completed
   - ☐ 3. graduate work toward a master's degree
   - ☐ 4. bachelor's degree completed
   - ☐ 5. over two years of undergraduate college but no degree
   - ☐ 6. two years or less of undergraduate college
   - ☐ 7. high school graduate
   - ☐ 8. other

7. Other non-academic training pertinent to your position that is not shown above:

   (specify): ______________________________

8. Total number of years of practical non-teaching experience in your vocational field:
   - ☐ 1. none
   - ☐ 2. under 1 year
   - ☐ 3. 1 - 4 years
   - ☐ 4. 5 - 9 years
   - ☐ 5. 10 - 14 years
   - ☐ 6. 15 - 19 years
   - ☐ 7. 20 years and over

9. Are you employed:
   - ☐ 1. full-time as a vocational education teacher?
   - ☐ 2. part-time as a vocational education teacher? If employed part-time, please specify what additional duties are assigned to you:

     ____

     ____

10. Are you paid:
    - ☐ 1. as a full-time vocational education teacher?
    - ☐ 2. as a part-time vocational education teacher?
    - ☐ 3. other arrangement (specify)________________

11. Total number of years in your current position at your present school:
    - ☐ 1. under 1 year
    - ☐ 2. 1 - 4 years
    - ☐ 3. 5 - 9 years
    - ☐ 4. 10 - 14 years
    - ☐ 5. 15 - 19 years
    - ☐ 6. 20 years and over

12. Total number of years as a vocational education teacher anywhere:
( ) 1. under 1 year
( ) 2 1 - 4 years
( ) 3. 5 - 9 years
( ) 4. 10 - 14 years
( ) 5. 15 - 19 years
( ) 6. 20 years and over

13. Did you teach or are you teaching any classes for adults during the 1965-66 academic year?:
( ) 1. yes
( ) 2. no

14. Is the teaching of classes for adults part of your regular teaching assignment?:
( ) 1. yes
( ) 2 no
( ) 3. other (specify)______________________________

15. Are you paid extra for the teaching of classes for adults?:
( ) 1. yes
( ) 2. no
( ) 3. other (specify)______________________________

16. Are you generally on the school payroll during the summer months?:
( ) 1. yes
( ) 2. no

17. During the last academic year or summer, were you engaged in any other activities for pay aside from your regular job, such as operating a farm, business or working for someone else?:
( ) 1. yes
( ) 2. no

18. Are your classrooms and/or shops located: (Select the most appropriate)
( ) 1. in a reasonably central place within the main high school building?
( ) 2. in a more or less isolated portion of the main high school building?
( ) 3. in a separate building one block or less from the main high school building?
( ) 4. in a separate building more than one block from the main high school building?
( ) 5. other (specify)______________________________

19. Concerning your contacts with non-vocational teachers in your school, do you feel that·
    ( ) 1. you have insufficient opportunity to be in contact during the school day?
    ( ) 2. you have sufficient opportunity to be in contact during the school day?
    ( ) 3. you have too much opportunity to be in contact during the school day?

20. Where did you secure most of your undergraduate education?
    ( ) 1. Oklahoma State University
    ( ) 2 other colleges in Oklahoma
    ( ) 3. other colleges outside the state of Oklahoma
    ( ) 4. does not apply

21 Total number of years in educational positions other than that of vocational education teacher:
    ( ) 1. none
    ( ) 2. under 1 year
    ( ) 3. 1 - 4 years
    ( ) 4. 5 - 9 years
    ( ) 5. 10 - 14 years
    ( ) 6. 15 - 19 years
    ( ) 7. 20 years and over

22 If you have ever worked in other educational positions besides that of vocational education teacher, check each such position that you have occupied:
    ( ) 1. none
    ( ) 2. industrial arts teacher
    ( ) 3. grade school teacher in non-vocational fields
    ( ) 4 high school teacher in non-vocational fields
    ( ) 5. school administrator
    ( ) 6. coach
    ( ) 7. counselor
    ( ) 8 other (specify)______________________________

23. Do you currently also work in any of the positions listed above?:
    ( ) 1. yes (specify the positions)____________________
    ( ) 2. no

24 Check each of the following types of organizations in which you have some kind of membership:
    ( ) 1. general educational organizations such as O E A
    ( ) 2. state vocational education associations such as Oklahoma Tech. Society
    ( ) 3. local farm organizations such as the Farm Bureau
    ( ) 4. local civic organizations such as Kiwanis
    ( ) 5. local fraternal organizations such as Elks
    ( ) 6. local veterans organizations such as the American Legion
    ( ) 7. local business organizations such as the Chamber of Commerce
    ( ) 8. other (specify)____

(ACTIVITY COGNITIONS INVENTORY*)

VTA 1-2 (T & I)

No.___________

OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Education
FRontier 2-6211, Ext. 273

VTA 1-2 INVENTORY

We would like to know what you think Oklahoma trade and industrial education teachers actually do. Please indicate the extent to which you think most such teachers engage in each activity listed below. This may be done by selecting the best answer from the following list and writing its number in the blank provided by each statement.

1. Always
2. Very Often
3. Often
4. Occasionally
5. Rarely
6. Never
7. No Opinion

Use only one number in each blank, choosing the one that most nearly represents your opinion of how often most trade and industrial education teachers do what is given in each statement.

_______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

_______ 2. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

_______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

_______ 4. Require students to make up work they miss when attending shows, contests, and other activities.

_______ 5. Have as a primary objective training students who probably will not go to college.

_______ 6. Have the same grading standards as most non-vocational teachers do for their students.

---

*Example shown was used for Trade and Industrial Education teachers. Identical items were used for other teacher types as well.

________ 7. Provide students with information about how to apply and interview for a job after graduation.

________ 8. Provide students with information about where they can get jobs after graduation.

________ 9. Inform the state office if the local budget is not adequate to meet the needs of their particular vocational programs.

________ 10. Check with the local administration before discussing controversial issues directly related to their vocational field.

________ 11. Inform representatives of the state vocational education office about all important vocational education matters discussed by local administrators.

________ 12. Keep to a minimum the absences of vocational students participating in contests and other similar activities which occur during school hours.

________ 13. Have a lower pupil class load than non-vocational teachers to allow for the individualized instruction that vocational education emphasizes.

________ 14. Inform local administrators about all important vocational education matters discussed by state office personnel.

________ 15. Encourage qualified students to give serious thought to becoming vocational education teachers.

________ 16. Exercise some type of control over decisions regarding students who are admitted to enroll in the vocational program they teach.

________ 17. Spend more time at school talking informally with vocational students than most non-vocational teachers generally do with their students.

________ 18. Obtain the opinions of parents on what concepts and skills their children should be taught in vocational classes.

________ 19. Explain to parents the benefits students obtain from taking vocational courses.

________ 20. Try to keep their teaching methods up to date.

________ 21. Try to keep the content of their courses up to date.

________ 22. Try to keep equipment for their vocational program up to date.

________ 23. Try to discourage the use of vocational classrooms for non-vocational classes.

________ 24. Prepare as adequately for their course presentations as non-vocational education teachers do.

________ 25. Emphasize the laboratory or shop aspect more than the purely academic instruction aspect of their vocational education courses.

________ 26. Discuss with students ways of developing better study habits which can apply to all their classes.

________ 27. Teach academic subjects as well as vocational subjects if a special need arises in the school.

________ 28. Have as a primary objective the teaching of skills which will improve their students' chances for employment immediately after graduation from high school.

________ 29. Emphasize to their students the importance of developing communication skills.

________ 30. Consult with state vocational education personnel before making major changes in what they teach in vocational courses.

________ 31. Prepare and follow a teaching plan that tells what is to be covered during each class period.

________ 32. Emphasize teaching students the practical skills of a vocation rather than the theory that underlies that vocation.

________ 33. Make considerable effort to develop good relationships with non-vocational teachers.

________ 34. Maintain up to date records on the job placements of vocational students who have graduated.

________ 35. Consult with the local administration before making major changes in what they teach in vocational courses.

________ 36. Obtain reimbursement for travel done in connection with their job when transportation is not provided by their school.

________ 37. Rely on the judgment of the local administration as to the number and type of adult vocational classes that should be organized.

________ 38. Show as much interest and concern in issues of academic freedom as non-vocational teachers do.

________ 39. Make an effort to get the support of local school board members for vocational education budget requests.

________ 40. Organize adult vocational classes when local community groups want them.

________ 41. Insist that all students admitted to their vocational courses have the potential ability to succeed in doing the work.

________ 42. Encourage students of high ability to take vocational classes.

________ 43. Exercise some influence on decisions made by the state office concerning vocational education.

________ 44. Report problems encountered in their work to the local administration.

________ 45. Report problems encountered in their work to the state office.

________ 46. Secure advice from non-official sources, such as persons interested in the field, when vocational curriculum changes are being considered.

________ 47. Adapt vocational programs primarily to local manpower needs.

________ 48. Adapt vocational programs primarily to national manpower needs.

________ 49. Seek public support before initiating major changes in a vocational program.

________ 50. Take great care to behave appropriately in public places.

________ 51. Make an effort to obtain formal training in public or human relations.

________ 52. Send articles about their programs and activities to their local newspapers.

________ 53. Take regular courses in college in order to keep up to date on teaching methods.

________ 54. Attend short courses to update their knowledge about vocational education.

_______ 55. Take counseling or guidance courses in college.

_______ 56. Take an active role in professional education organizations.

_______ 57. Work to improve the image of vocational education in their own communities.

_______ 58. Emphasize the latest techniques in their field more than traditional methods.

_______ 59. Keep the wishes of the local administration in mind when deciding on the number of extra curricular activities vocational students should undertake.

_______ 60. Establish and maintain relationships with employers for whom their vocational students may work after graduation from high school.

_______ 61. Consult with a representative from the state office before submitting major equipment orders to the local administration.

_______ 62. Avoid participation with groups involved in controversy in the community.

_______ 63. Initiate more contact with the general public than do most non-vocational teachers.

_______ 64. Use community contacts to help develop the local vocational education program.

_______ 65. Work primarily through state office personnel when interested in obtaining a position at a different school.

_______ 66. Suggest that personnel handling counseling functions revise their policies if a high proportion of students with poor academic ability are assigned to vocational classes.

_______ 67. Perform free services for local community people as part of their job.

_______ 68. Emphasize the importance of a college education to vocational students.

_______ 69. Seek from the state office specific guidelines as to what their local program should be.

_______ 70. Allow their students more freedom during school hours than most non-vocational teachers do.

(NORMATIVE EXPECTATIONS, COVER PAGE*)

VTA 2-2 (T & I)

No.____________

OKLAHOMA STATE UNIVERSITY · STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271
74075

VTA 2-2 INVENTORY

We would like to know what you think Oklahoma trade and industrial education teachers should do. Please indicate the extent to which you think most such teachers should engage in each activity listed below. This may be done by selecting the best answer from the following list and writing its number in the blank provided by each statement.

1. Always
2. Very Often
3. Often
4. Occasionally
5. Rarely
6. Never
7. No Opinion

Use only one number in each blank, choosing the one that most nearly represents your opinion of how often most trade and industrial education teachers should do what is given in each statement.

_______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

_______ 2. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

_______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

_______ 4. Require students to make up work they miss when attending shows, contests, and other activities.

_______ 5. Have as a primary objective training students who probably will not go to college.

_______ 6. Have the same grading standards as most non-vocational teachers do for their students.

---

*Example shown was used for Trade and Industrial Education teachers. Items are identical to the 70 items shown on the Activity Cognitions Inventory.

(COUNTER-ROLE LEGITIMACY INVENTORY, COVER PAGE*)

VTA 3-2 (T & I)

No. ____________

OKLAHOMA STATE UNIVERSITY · STILLWATER

Research Foundation
FRontier 2-6211, Ext. 271

74075

VTA INVENTORY

This form is designed to ask you as a trade and industrial education teacher which categories of persons in the following list have a right to expect you to engage in the various activities given below.

1. Personnel from the State Board for Vocational Education
2. Your Local School Administrators
3. Other Vocational Teachers in Your Field
4. Non-Vocational Teachers in Your School
5. Counselors in Your School
6. Your Students
7. Non-Vocational Students in Your School
8. Present or Potential Employers of Your Students
9. Parents of Your Students
10. Your School Board
11. Community Groups Interested in Your Programs

In each blank write the numbers for all of the categories of persons that you feel have a right to expect you to do what is spelled out in the statement.

On this form place as many numbers as are appropriate on each blank.

_______ 1. Use different methods of instruction than do most non-vocational teachers, because of the nature of their subject.

_______ 2. Receive more pay than non-vocational teachers with as much formal education and teaching experience, because of the nature of their job.

_______ 3. Establish and maintain working relationships with more of the influential people in the community than do non-vocational teachers.

_______ 4. Require students to make up work they miss when attending shows, contests, and other activities.

_______ 5. Have as a primary objective training students who probably will not go to college.

_______ 6. Have the same grading standards as most non-vocational teachers do for their students.

---

*Example shown was used for Trade and Industrial Education teachers. Items are identical to the 70 items shown on the Activity Cognitions Inventory.

(VOCATIONAL TEACHER SATISFACTION INVENTORY)

VTS

No.________________

OKLAHOMA STATE UNIVERSITY • STILLWATER
74075
Research Foundation
FRontier 2-6211, Ext. 271

VTS - JOB SATISFACTION INVENTORY

This form is designed to ask the extent to which you are satisfied with various aspects of being a vocational education teacher in your field. Please indicate the extent of your satisfaction with each aspect listed below. This may be done by selecting the best answer from the following list and writing its number in the blank provided by each statement.

1. Always Satisfied
2. Very Often Satisfied
3. Often Satisfied
4. Occasionally Satisfied
5. Rarely Satisfied
6. Never Satisfied
7. No Opinion

Use only one number in each blank, choosing the one that most nearly represents your feeling.

________ 1. The content of textbooks available for teaching my courses.

________ 2. The course outlines or guides by which I teach.

________ 3. The amount of practical experiences my students get while taking a vocational course.

________ 4. The amount my students learn in taking a vocational course.

________ 5. The kind of discipline enforced at my school.

________ 6. The kind of discipline I use with students in my classes.

________ 7. The general level of ability of the students in my classes.

________ 8. The number of students enrolled in my classes.

________ 9. The academic course background of students enrolled in my classes.

________ 10. The amount of money available for my program.

________ 11. The procedures for developing budgets for my program.

________ 12. The amount of freedom I have in expressing opinions about vocational education problems.

________ 13. The amount of freedom I have to conduct my courses as I see fit.

________ 14. The quality of materials and equipment available for my program.

________ 15. The amount of materials and equipment available for my program.

________ 16. The adequacy of space assigned for use in my program.

________ 17. The location of the classroom I use in relation to other school classrooms.

________ 18. The extent to which my state supervisor and local administrator are in agreement as to the number of competitive activities my students should enter.

________ 19. The amount of success my students have had in competitive activities during the last year.

________ 20. The amount of time I am expected to spend on extra curricular activities not related to vocational education.

________ 21. Limits placed on the number of vocational training related contests, field trips or activities in which my students can participate.

________ 22. The operation of state vocational teacher associations to which vocational teachers in my field may belong.

________ 23. The operation of national vocational teacher associations to which vocational teachers in my field may belong.

________ 24. The policy of expecting vocational teachers in my field to teach adult classes.

________ 25. The amount of interest people in my community generally have concerning adult classes in my field.

________ 26. The amount of interest people in my community generally have concerning my field of vocational education.

________ 27. The extent to which I am expected to participate in local civic functions.

________ 28. The extent to which I am expected to meet with local groups because I am a vocational teacher.

________ 29. The relationships I generally have with fellow vocational teachers in my field in the state.

________ 30. The relationships I generally have with non-vocational teachers in my school.

________ 31. The relationships I generally have with my local school administration.

________ 32. The relationships I generally have with vocational teachers in the state who are not in my field.

________ 33. The relationships I generally have with state office personnel.

________ 34. The relationships I generally have with counselors in my school.

________ 35. The extent to which my job does not interfere with my private life and that of my family.

________ 36. The general level of morale among teachers in my field of vocational education in this state.

________ 37. The ability level of new teachers entering my field of vocational education.

________ 38. The adequacy of pre-service training offered prospective or potential teachers in my field of vocational education.

________ 39. The adequacy of additional training being offered to persons already teaching in my field of vocational education.

________ 40. The prestige generally given high school teachers in my community.

________ 41. The prestige generally given my particular job by non-vocational teachers.

________ 42. The prestige generally given my particular job by school administrators.

________ 43. The prestige generally given my particular job by counselors.

________ 44. The prestige generally given my particular job by the general public.

________ 45. The prestige generally given my particular job by non-vocational students in my school.

________ 46. The length of my average working day.

________ 47. The fairness of the salary I receive relative to that of non-vocational teachers in my school.

________ 48. The fairness of the salary I receive relative to other vocational education teachers in my field in this state.

________ 49. The number of months I work per year.

________ 50. The type of supervision I receive from state office personnel.

________ 51. The opportunities for advancement I have as a vocational teacher in this state.

________ 52. The type of supervision I receive from my local administration.

________ 53. The way in which personnel handling counseling functions in my school generally deal with vocational education students in my field.

________ 54. The adequacy and thoroughness with which my obligations to the state office are spelled out.

________ 55. The adequacy and thoroughness with which my obligations to the local school administration are spelled out.

________ 56. The extent to which I can feel that my point of view will be given adequate consideration in policy making decisions by the local school board.

________ 57. The "image" of my field of vocational education in my community.

________ 58. The "image" of my field of vocational education in my school.

________ 59. The "image" of vocational education generally in my community.

________ 60. The "image" of vocational education generally in my school.

________ 61. The extent to which the location of my classes, etc., permits me sufficient opportunity to interact with non-vocational teachers.

________ 62. The extent to which non-vocational teachers are willing to consider vocational teachers in my field as regular high school teachers rather than as a separate group.

________ 63. The extent to which non-vocational teachers are willing to consider vocational teachers generally as regular high school teachers rather than as a separate group.

________ 64. The amount of job security I have as a vocational teacher.

________ 65. The extent to which I am kept informed on important matters related to my field of vocational education.

________ 66. The extent to which I am kept informed on important matters related to vocational education generally.

APPENDIX B: DESCRIPTION OF ECONOMIC REGIONS OF THE STATE

APPENDIX B: DESCRIPTION OF ECONOMIC REGIONS OF THE STATE

1. Panhandle and Plains

Economic Region 1 is Oklahoma's Panhandle with very large wheat farms and large cattle ranches; sparse population which continues to diminish in size; and no communities of 10,000 or more inhabitants. It is a relatively prosperous agricultural area.

Economic Region 2 is part of the North Central area of the state and specializes in wheat. Two communities with populations between 24,000 and 39,000 and one with over 11,000 as of 1960 can be found in this region, which is the state's most prosperous farming area. Population is declining in the farming districts.

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2. Northeast and East Central

This section of the state encompasses the Northeast Oklahoma area, the Central Oklahoma-Western area and the Central Oklahoma-Eastern Area. Economic Region 3, Northeast Oklahoma is mostly a livestock grazing area agriculturally. Oil fields are to be found here also. The region lost population although it contains two communities of over 10,000, one of which had nearly 28,000 people in 1960, and is headquarters for several large concerns, mostly in petroleum.

Region 5, Central Oklahoma-Western area, is mostly plains territory. Wheat is the major cash crop and is centered in only part of the Region, where a fair variety of types of crops are raised. The major-educational institutions of the state are here. Oil production is fairly important. Three communities with populations of 24,000 to 33,500 can be found in this region.

Region 6, Central Oklahoma-Eastern area, includes three cities between 10,000 to 15,000 population. It is a mixture of prairie land and woodlands. Cotton was particularly important as a crop. Although cattle raising and dairying are increasing, oil production was particularly important in the past.

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3. Southwest and South Central

Included here are the Southwest Oklahoma Area and South Central Oklahoma. The Southwest has three cities of about 15,000 to over 60,000 population based on 1960 census figures. Southwest Oklahoma is the principal cotton-growing area of the state. The rural areas have lost population. This is classified as Region 4.

Region 7, the South Central area, has an Eastern and Western Belt, livestock raising is increasingly important, while cotton, peanuts and corn are fairly important crops in the Western belt. Two cities in the 20,000 population class are located here, in the Eastern Belt; one community of 10,000 exists. Hay, cotton and peanuts are among the more usual crops.

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4. East and Southeast

Three areas are included in this region, the Arkansas river area of Eastern Oklahoma; the Ozark area; and the Western area of Ouachita Mountains. The Arkansas river area of Eastern Oklahoma has many small farms, emphasizing livestock-raising and some cotton. The major vegetable district of the state is located here. Some coal mining exists, with industry being largely concentrated in two cities of about 16,000 and 38,000 population in 1960. There is a strong Indian heritage in the area.

The base economy of the Ozark area is agriculture with some employment in wood industries. The farms are the smallest in the state in this rugged territory. Livestock and Dairying are stressed, but the resources are poor. There are no large towns in the area, which has been declining in population.

In the Western area of the Ouachita Mountains, farming predominates, but little of it is truly commercial. The forestry industry is the principal non-agricultural enterprise. Coal mining exists to a limited degree but is on the decline. One city is to be found here and it has little manufacturing. This community had about 17,500 in it in 1960.

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5. Metropolitan Area X

This region is comprised of the county which includes the second largest population center in the state.

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6. Metropolitan Area Y

This region is the county which includes the largest population center in the state.

APPENDIX C: CHARACTERISTICS OF COUNTER-ROLE INCUMBENTS IN THE SAMPLE

APPENDIX C: CHARACTERISTICS OF COUNTER-ROLE INCUMBENTS IN THE SAMPLE

Number and percent of Responses Falling Within Various Classifications, by Type of Counter-role and Type of Vocational Education

Type of counter-role, nature of questions, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
NON-VOCATIONAL TEACHER	104	100	87	100	17	100	50	100
Major Teaching Field								
Language Arts	32	31	20	23	4	23	21	42
Social Studies	11	11	13	15	3	18	10	20
Math	15	14	13	15	2	12	5	10
Science	7	7	11	13	4	23	6	12
Music	1	1	5	6	1	6	1	2
Physical Education	5	5	2	2	0	--	1	2
Business, Commercial	16	15	13	15	1	6	6	12
Industrial Arts	4	4	3	3	0	--	0	--
Home Economics	7	7	2	2	2	12	0	--
Misc. and no response	7	7	5	6	0	--	0	--
Have You Ever Taught Vocational Education?								
Yes	6	6	10	11	2	12	1	2
No	97	93	77	89	15	88	49	98
No data	1	1	0	--	0	--	0	--
Age								
Under 25	17	16	8	9	3	18	6	12
25 - 29	11	11	14	16	2	12	7	14
30 - 34	12	11	8	9	1	6	9	18
35 - 39	11	11	12	14	4	23	2	4
40 - 44	15	14	8	9	0	--	8	16
45 - 49	13	13	9	10	3	18	3	6
50 - 59	16	15	22	25	3	18	7	14
60 and over	8	8	6	7	1	6	7	14
No data	1	1	0	--	0	--	1	2
Sex								
Male	53	51	48	55	3	18	26	52
Female	51	49	38	44	14	82	23	46
No data	0	--	1	1	0	--	1	2
Formal Academic Training								
Post-Grad. beyond master's	27	26	18	21	2	12	9	18
Master's degree	19	18	27	31	4	23	11	22
Grad.work toward master's	26	25	26	30	7	41	21	42
Bachelor's degree	32	31	16	18	4	23	9	18
Over 2 yrs. Undergrad., no degree	0	--	0	--	0	--	0	--
2 yrs. or less of college	0	--	0	--	0	--	0	--
H.S. graduate	0	--	0	--	0	--	0	--
Other	0	--	0	--	0	--	0	--
No data	0	--	0	--	0	--	0	--
Total Yrs. in Current Position								
Under 1 year	19	18	14	16	6	35	10	20
1 - 4	36	35	29	33	2	12	20	40
5 - 9	24	23	21	24	4	23	10	20
10 - 14	7	7	8	9	2	12	3	6
15 - 19	8	8	9	10	3	18	3	6
20 and over	10	10	6	7	0	--	3	6
No data	0	--	0	--	0	--	1	2

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
NON-VOCATIONAL TEACHER (cont.)	104	100	87	100	17	100	50	100
Total Yrs. as Teacher anywhere								
Under 1 year	8	8	7	8	3	18	4	8
1 - 4	15	14	14	16	3	18	9	18
5 - 9	20	19	18	20	1	6	10	20
10 - 14	17	16	6	7	3	18	8	16
15 - 19	16	15	17	19	4	23	4	8
20 and over	28	27	24	28	3	18	14	28
No data	0	--	1	1	0	--	1	2
Current Salary/10 Months								
Under 4,000	1	1	0	--	0	--	0	--
4,000 - 4,999	3	3	17	19	3	18	7	14
5,000 - 5,999	47	45	39	45	8	47	27	54
6,000 - 6,999	21	42	20	23	5	30	12	24
7,000 - 7,999	3	3	10	11	1	6	3	6
8,000 and over	1	1	0	--	0	--	0	--
No data	1	1	1	1	0	--	1	2
School Payroll/Summer Months								
Yes	34	33	30	35	4	23	12	24
No	67	64	57	65	13	77	37	74
No data	3	3	0	--	0	--	1	2
Any Other Non-Acad. Salary								
Yes	40	39	27	31	2	12	17	34
No	64	61	60	69	15	88	32	64
No data	0	--	0	--	0	--	1	2
Voc. Teacher Contacts								
Insufficient	36	35	40	46	12	71	21	42
Sufficient	66	63	45	52	5	29	28	56
Too Much	1	1	0	--	0	--	0	--
No data	1	1	2	2	0	--	1	2
Most Undergrad. Educ.								
OSU	11	11	10	11	1	6	5	10
Other Okla. Colleges	81	78	61	70	15	88	37	74
Other College/Non-Okla.	11	11	15	17	1	6	7	14
Does not apply	0	--	0	--	0	--	0	--
No data	1	1	1	1	0	--	1	2
Other than Teacher, ever held any of these positions?								
Counselor	1	1	0	--	0	--	3	6
Administrator	0	--	0	--	0	--	0	--
Coach	0	--	0	--	0	--	0	--
Other	0	--	0	--	0	--	0	--
No data	103	99	0	--	104	100	101	202
Currently working in one of above.								
Yes	0	--	0	--	0	--	1	2
No	12	11	0	--	0	--	6	2
No data	92	89	0	--	104	100	97	194

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
NON-VOCATIONAL STUDENTS	114	100	88	100	18	100	51	100
Age								
15 through 16	38	33	29	33	7	39	19	37
17 through 18	68	60	58	66	9	50	32	63
Over 18	8	7	1	1	2	11	0	--
No data	0	--	0	--	0	--	0	--
Sex								
Male	74	65	50	57	9	50	16	31
Female	40	35	38	43	9	50	35	69
Grade								
9th	0	--	0	--	1	6	0	--
10th	16	14	9	10	9	50	9	18
11th	45	39	35	40	8	44	14	27
12th	53	47	44	50	0	--	28	55
No data	0	--	0	--	0	--	0	--
Occupation of Household Head								
Professional	18	16	8	9	4	22	5	10
Semi-Professional	0	--	2	2	0	--	0	--
Managerial, Official, Owners	15	13	14	16	6	33	9	18
Clerical, Sales, etc.	8	7	7	8	2	11	11	22
Service	5	92	6	7	0	--	1	2
Agricultural	17	15	8	9	0	--	3	6
Skilled	26	23	26	29	4	22	11	22
Semi-Skilled	7	6	6	7	2	11	3	6
Unskilled	2	2	2	23	0	--	2	4
Not identified	13	11	6	7	0	--	4	8
Unemployed	3	3	3	3	0	--	2	4
No data	0	--	0	--	0	--	0	--
Formal Educ. of Household Head								
Graduate work	12	11	5	6	0	--	6	12
Bachelor's degree	7	6	7	8	2	11	4	8
College/no degree	18	35	20	23	6	33	14	27
H. S. graduate	42	37	32	36	6	33	13	25
Non-H.S. graduate	35	31	24	27	4	22	14	27
VOCATIONAL STUDENTS	119	100	97	100	21	100	55	100
Age								
14 and under	2	2	0	--	0	--	0	--
15 through 16	35	29	12	12	8	38	5	9
17 through 18	69	58	72	74	12	57	41	75
Over 18	13	11	13	13	1	5	9	16
No data	0	--	0	--	0	--	0	--
Sex								
Male	119	100	81	83	14	76	27	49
Female	0	--	16	17	5	24	28	51

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
VOCATIONAL STUDENTS (cont.)	119	100	97	100	21	100	55	100
Field of Vocational Educ.								
D. E.	0	--	0	--	0	--	55	100
Tech. Ed.	0	--	0	--	21	100	0	--
T & I	0	--	97	100	0	--	0	--
Vo.-Ag.	119	100	0	--	0	--	0	--
Other	0	--	0	--	0	--	0	--
No data	0	--	0	--	0	--	0	--
Grade								
9th	5	4	0	--	0	--	0	--
10th	16	13	4	4	3	14	1	2
11th	34	29	28	29	8	38	9	16
12th	63	53	65	67	10	48	43	78
No data	(1 missing)		0	--	0	--	(2 missing)	
Occupation of Household Head								
Professional	5	4	2	2	4	19	7	13
Semi-Professional	1	1	1	1	0	--	4	7
Managerial, Official, Owners	10	8	10	10	4	19	5	9
Clerical, sales, etc.	3	3	5	5	1	5	11	20
Service	1	1	8	8	1	5	2	4
Agricultural	54	45	10	10	1	5	1	2
Skilled	20	17	20	21	5	24	9	16
Semi-Skilled	6	5	14	14	1	5	4	7
Unskilled	3	3	2	2	1	5	0	--
Not Identified	10	8	15	15	2	9	7	13
Unemployed	6	5	10	10	1	5	5	9
No data	0	--	0	--	0	--	0	--
Formal Educ. of Household Head								
Graduate work	3	3	0	--	1	5	1	2
Bachelor's degree	6	5	6	6	2	9	4	7
College/no degree	15	13	9	9	5	24	9	16
High School graduate	44	37	27	28	7	33	19	35
Non-H.S. graduate	51	43	55	57	6	29	21	39
No data	0	--	0	--	0	--	1	2
PARENTS OF VOCATIONAL STUDENTS	103	100	69	100	14	100	39	100
Age								
Under 25	0	--	0	--	0	--	0	--
25 - 29	1	1	0	--	0	--	0	--
30 - 34	5	49	5	7	1	7	0	--
35 - 39	28	25	14	20	3	21	8	21
40 - 44	26	25	22	32	5	36	17	44
45 - 49	26	25	11	16	2	14	9	23
50 - 59	16	15	14	20	3	21	4	10
60 and over	1	1	2	3	0	--	1	3
No data	0	--	1	1	0	--	0	--
Sex								
Male	61	59	20	29	7	50	8	21
Female	42	41	49	71	7	50	31	79
No data	0	--	0	--	0	--	0	--
Marital Status								
Married	101	98	65	94	12	86	38	97
Separated	0	--	0	--	0	--	0	--
Widowed	1	1	2	3	1	7	1	3
Divorced	1	1	1	1.5	1	7	0	--
No data	0	--	1	1.5	0	--	0	--

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
PARENTS OF VOCATIONAL STUDENTS	103	100	69	100	14	100	39	100
Formal Education								
Graduate work	6	6	2	3	0	--	1	3
Bachelor's degree	6	6	3	4	4	29	1	3
Some college/no degree	18	17	8	12	0	--	6	15
High school graduate	42	41	23	33	4	29	20	51
Non-grad/high school	31	30	33	48	6	43	11	28
No data	0	--	0	--	0	--	0	--
Formal Vocational Educ.								
Yes	37	36	11	16	5	36	5	13
No	65	63	57	83	9	64	32	82
No data	1	1	1	1	0	--	2	5
Types of Formal Voc. Educ.								
T & I	1	1	5	1	0	--	1	3
Vo-Ag	22	21	6	9	1	7	1	3
D. E.	2	2	0	--	3	21	0	--
Tech. Ed.	0	--	3	4	1	7	1	3
Other	11	11	3	4	0	--	2	5
No data	67	65	0	--	0	--	0	--
COUNSELORS	30	100	34	100	5	100	26	100
Age								
Under 25	1	3	0	--	0	--	0	--
25 - 29	3	10	4	12	0	--	0	--
30 - 34	3	10	3	9	0	--	6	23
35 - 39	5	17	4	12	0	--	4	15
40 - 44	6	20	5	15	0	--	1	4
45 - 49	4	13	4	12	2	40	5	19
50 - 59	8	27	11	32	3	60	9	35
60 and over	0	--	3	9	0	--	1	4
No data	0	--	0	--	0	--	0	--
Sex								
Male	21	70	21	62	2	40	15	58
Female	9	30	13	38	3	60	11	42
No data	0	--	0	--	0	--	0	--
Academic Training								
Post-Grad. beyond master's	16	53	18	53	3	60	19	73
Master's degree	10	33	13	38	2	40	4	15
Grad. work toward master's	3	10	3	9	0	--	1	4
Bachelor's degree	1	3	0	--	0	--	1	4
Other	0	--	0	--	0	--	1	4
No data	0	--	0	--	0	--	0	--
Total No. Years in Current Position								
Under 1 year	6	20	9	27	0	--	0	--
1 - 4	14	47	10	29	2	40	5	19
5 - 9	4	13	8	23	1	20	10	39
10 - 14	2	7	3	9	1	2	8	31
15 - 19	2	7	2	6	0	--	2	8
20 years and over	2	7	2	6	1	20	1	4
No data	0	--	0	--	0	--	0	--

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
COUNSELORS (cont.)	30	100	34	100	5	100	26	100
Total Number Years as Counselor Anywhere								
Under 1 year	4	13	6	18	0	--	4	15
1 - 4	11	37	11	32	1	20	10	39
5 - 9	13	43	12	35	2	40	8	31
10 - 14	1	3	5	15	2	40	2	8
15 - 19	0	--	0	--	0	--	0	--
20 years and over	1	3	0	--	0	--	2	8
No data	0	--	0	--	0	--	0	--
Total Number Years in Education Positions Other Than Counselor								
None	0	--	0	--	0	--	1	4
Under 1 year	1	3	2	6	0	--	0	--
1 - 4	3	10	3	9	0	--	1	4
5 - 9	10	33	6	18	0	--	7	27
10 - 14	5	17	7	21	0	--	4	15
15 - 19	2	7	7	21	2	40	3	11
20 years and over	8	27	9	27	3	60	9	35
No data	1	3	0	--	0	--	1	4
Employed								
Full-time/counselor	10	33	21	62	4	80	19	73
Part-time/counselor	19	63	13	38	1	20	6	23
No data	1	3	0	--	0	--	1	4
Current Salary/10 months								
Under 4,000	0	--	0	--	0	--	0	--
4,000 - 4,999	3	10	2	6	0	--	0	--
5,000 - 5,999	10	33	7	21	0	--	5	19
6,000 - 6,999	11	37	19	56	1	20	14	54
7,000 - 7,999	5	17	5	15	4	80	5	19
8,000 and over	1	3	1	3	0	--	1	4
No data	0	--	0	--	0	--	1	4
Payroll/Summer Months								
Yes	9	30	8	23	3	60	10	38
No	20	67	26	77	2	40	14	54
No data	1	3	0	--	0	--	2	8
Other Non-Academic Salary								
Yes	15	50	11	32	3	60	8	31
No	15	50	23	68	2	40	17	65
No data	0	--	0	--	0	--	1	4
Ever Employed as Vocational Education Teacher								
Yes	2	7	2	6	1	20	1	4
No	28	93	32	94	4	80	24	92
No data	0	--	0	--	0	--	1	4
Most Undergraduate Education								
OSU	4	13	1	3	1	20	2	8
Other Okla. Colleges	26	87	29	85	1	20	22	85
Colleges/non-Oklahoma	0	--	3	9	1	20	2	8
Does not apply	0	--	0	--	0	--	0	--
No data	0	--	1	3	2	40	0	--
Counseling Vocational Students vs. Non-Vocational Students								
Few problems w/voc. students	7	23	9	27	1	20	6	23
Same amount w/voc. students	17	57	21	62	2	40	18	69

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
COUNSELORS (cont.)	30	100	34	100	5	100	26	100
Counseling Vocational Students vs. Non-Vocational Students (cont.)								
More problems w/voc. students	5	17	3	9	0	--	2	8
No data	0	--	1	3	2	40	0	--
Types of Problems Different Between Voc. Students/Non-Voc. Students								
Yes	7	23	9	26	1	20	4	15
No	23	77	23	68	2	40	22	85
No data	0	--	2	6	2	40	0	--
Vocational Teacher Contacts								
Insufficient	10	33	13	38	3	60	8	31
Sufficient	20	67	20	59	0	--	18	69
Too much	0	--	0	--	0	--	0	--
No data	0	--	1	3	2	40	0	--
ADMINISTRATORS	53	100	38	100	6	100	24	100
Type of Administrative Position								
Superintendent	16	30	7	18	1	17	2	8
Principal	26	49	18	47	2	33	12	50
Asst. Principal	3	6	5	13	1	17	6	25
Other	6	11	8	21	1	17	3	13
No data	2	4	0	--	1	17	1	4
Age								
Under 25	0	--	0	--	0	--	0	--
25 - 29	1	2	1	3	0	--	0	--
30 - 34	7	13	1	2	0	--	2	8
35 - 39	6	11	5	13	0	--	4	17
40 - 44	12	23	10	26	1	17	8	33
45 - 49	7	13	5	13	1	17	2	8
50 - 59	12	23	14	36	3	50	7	29
60 and over	8	15	2	5	1	17	1	4
No data	0	--	0	--	0	--	0	--
Formal Academic Training								
Post-Graduate work beyond master's	35	66	30	79	4	61	19	79
Master's degree	13	25	7	18	2	33	3	13
Graduate work toward master's	4	7	1	3	0	--	0	--
Bachelor's	0	--	0	--	0	--	0	--
Other	0	--	0	--	0	--	2	8
No data	1	2	0	--	0	--	0	--
Total Number Years in Current Position								
Under 1 year	5	9	7	18	1	17	3	13
1 - 4	20	38	10	26	3	50	9	37
5 - 9	11	21	13	34	1	17	6	25
10 - 14	6	11	5	13	0	--	4	17
15 - 19	4	7	3	8	0	--	2	8
20 years and over	7	13	0	--	1	17	0	--
No data	0	--	0	--	0	--	0	--

APPENDIX C: (CONTINUED)

Type of counter-role, nature of question, and response classifications	Type of vocational education to which counter-role incumbent responded							
	Vo.-Ag.		T & I		Tech. Ed.		D. E.	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
ADMINISTRATORS (cont.)	53	100	38	100	6	100	24	100
Total Number Years in Adm. Position Anywhere								
Under 1 year	0	--	0	--	0	--	1	4
1 - 4	8	15	6	16	0	--	2	8
5 - 9	6	11	7	18	1	17	6	25
10 - 14	15	28	6	16	1	17	7	29
15 - 19	9	17	7	18	1	17	3	13
20 years and over	15	28	11	29	3	50	4	17
No data	0	--	1	3	0	--	1	4
Ever Employed as Voc. Educ. Teacher								
Yes	4	7	1	3	0	--	1	4
No	49	93	36	95	6	100	22	92
No data	0	--	1	3	0	--	1	4
Current Salary/10 months								
Under 5,000	1	2	0	--	0	--	0	--
5,000 - 5,999	4	7	2	5	0	--	0	--
6,000 - 6,999	9	17	5	13	0	--	1	4
7,000 - 7,999	18	34	13	34	0	--	9	37
8,000 - 8,999	15	28	6	16	2	33	7	29
9,000 and over	6	11	11	29	4	67	6	25
No data	0	--	1	3	0	--	1	4
Voc. Educ. Teacher Contact								
Insufficient	9	17	7	18	2	33	4	17
Sufficient	43	81	30	79	4	67	19	79
Too much	1	2	0	--	0	--	0	--
No data	0	--	1	3	0	--	1	4
Organization Membership								
Gen. Educ. Organ./O.E.A.	51	96	37	97	5	83	23	96
State Voc. Organization/ Okla. Tech. Society	2	4	0	--	0	--	1	4
Local Farm Organization/ Farm Bureau	8	15	4	11	0	--	2	8
Local Civic Organization/ Kiwanis	31	58	23	61	5	83	14	58
Local Frat. Organization/ Elks	15	28	0	--	0	--	5	20
Local Vet. Organization/ American Legion	15	28	12	5	1	17	7	29
Local Business Organ./ Chamber of Commerce	24	45	13	34	5	83	12	50
Other	6	11	4	11	0	--	4	17
No data	0	--	0	--	0	--	0	--

APPENDIX D: LEGITIMACY ASCRIPTIONS TO ELEVEN POSITIONS, BY VOCATIONAL TEACHER TYPE

APPENDIX D: LEGITIMACY ASCRIPTIONS TO ELEVEN POSITIONS, BY VOCATIONAL TEACHER TYPE

Percentage of Vocational Teachers Ascribing Legitimacy in Relation to Each of 70 Stimulus Items, Grouped by Content Categories

(Values are in percentages; asterisks indicate value significantly greater than 50%, with $p < .05$)

Teacher type, content category and item no.[1]	Counter-role position[2]						Other relevant positions[3]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
VOCATIONAL AGRICULTURE[4]											
I. Seeking Advice in Curriculum Orientation											
18	10	8	31	54	18	67*	38	18	15	34	23
30	8	7	10	10	8	70*	75*	13	10	30	10
35	8	7	15	18	13	77*	57	15	8	39	10
37	3	3	7	11	3	48	41	10	5	33	20
46	7	7	16	26	15	66*	51	23	18	33	31
49	11	11	16	33	11	75*	51	15	20	52	38
59	7	2	7	10	2	16	8	5	2	10	5
69	8	5	13	18	10	57	57	15	10	28	13
II. Developing Curriculum Content and Objectives											
5	8	2	21	30	26	57	28	10	15	26	8
21	33	18	48	44	31	84*	67*	33	28	48	33
25	8	10	33	30	15	69*	43	20	21	31	20
26	33	15	52	44	33	62*	38	28	18	30	21
28	10	8	34	41	18	51	48	15	34	30	18
29	28	15	48	46	30	72*	39	28	38	39	30
32	7	7	33	23	13	54	44	13	16	23	16
47	3	3	18	20	8	57	49	7	21	31	16
48	8	8	16	16	15	56	61*	13	20	28	21
58	13	13	39	30	16	74*	54	33	25	36	23
III. Choosing Methods and Procedures of Instruction											
1	10	8	57	43	18	77*	66*	21	33	41	25
4	56	20	41	49	26	89*	38	25	13	43	16
6	26	11	28	30	21	72*	21	18	10	26	8
12	49	13	33	44	21	89*	49	23	11	38	16
17	11	10	43	30	21	62*	39	18	18	23	20
20	30	15	46	39	23	87*	64*	30	31	39	28
22	18	16	44	44	21	87*	67*	28	28	56	38
24	28	20	49	43	23	80*	54	38	26	41	28
31	13	8	28	18	13	85*	67*	18	8	28	8
70	13	11	18	20	13	67*	31	16	11	30	13
IV. Influencing Recruitment and Assignment of Students											
16	13	8	28	26	46	72*	38	13	15	26	18
19	11	10	38	57	33	69*	41	20	20	30	25
41	13	11	23	20	39	75*	39	18	16	31	23
42	13	13	31	30	51	64*	33	21	25	25	26
66	8	8	21	18	39	72*	33	15	20	28	21
V. Assisting in Post High School Placement of Students											
7	18	13	56	46	46	62*	48	23	48	34	31
8	11	10	62*	41	44	43	41	18	34	26	25
15	13	8	51	46	48	39	31	23	18	16	21
34	10	8	25	18	28	62*	72*	16	21	28	15
60	8	10	38	33	20	49	41	15	51	30	34
68	31	15	49	48	41	74*	44	25	25	39	25

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.[1/]	Counter-role position[2/]						Other relevant positions[3/]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
VOCATIONAL AGRICULTURE[4/]											
VI. Establishing Working Conditions and Facilities											
13	16	7	28	26	25	77*	62*	18	15	39	16
23	7	8	25	18	10	69*	30	11	7	30	15
27	11	5	7	5	10	64*	34	8	5	23	8
38	36	15	21	25	21	80*	49	31	16	39	18
VII. Arranging Financial Matters											
2	15	8	16	31	10	69*	74*	26	11	62*	28
9	7	5	10	16	5	52	57	8	8	28	21
36	5	5	10	15	7	70*	34	16	7	41	13
39	10	10	15	25	10	80*	51	16	15	43	23
61	5	3	5	7	3	56	54	8	5	31	5
VIII. Relating Generally with Local and State Administration											
10	10	7	10	13	8	75*	51	16	8	48	16
11	3	3	3	8	3	46	72*	15	3	21	10
14	5	5	5	7	5	67*	51	16	5	36	8
43	8	8	18	23	8	67*	46	25	20	31	25
44	13	10	20	26	15	54	44	20	13	38	21
45	8	8	13	18	10	62*	61	18	11	31	20
65	3	3	3	3	3	39	82*	18	3	16	3
IX. Developing the Image of Vocational Education											
3	15	10	31	31	18	85*	64*	30	21	54	44
33	44	16	18	18	23	80*	61*	39	16	34	20
40	10	13	10	20	11	77*	67*	20	16	46	51
50	36	33	48	52	34	84*	70*	46	33	61*	39
52	16	15	57	33	21	69*	51	25	18	34	39
57	20	20	34	26	20	82*	62*	48	25	48	33
62	20	13	18	21	15	74*	43	26	18	44	25
63	16	11	25	28	15	69*	56	31	18	38	28
64	20	18	30	38	21	79*	52	33	28	46	46
67	5	5	20	25	5	59	31	20	8	38	21
X. Seeking In-service Professional Development											
51	21	20	26	33	25	79*	57	28	20	48	23
53	20	15	33	31	23	84*	74*	23	21	49	31
54	16	15	33	34	21	77*	69*	21	25	48	30
55	11	8	23	23	28	69*	51	13	11	34	16
56	25	16	16	18	18	80*	62*	33	16	34	21

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.[1]	Counter-role position[2]						Other relevant positions[3]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
TRADE AND INDUSTRIAL[5]											
I. Seeking Advice in Curriculum Orientation											
18	2	2	15	39	16	38	22	8	9	10	10
30	5	4	8	6	9	68*	72*	14	10	27	11
35	5	4	7	6	12	73*	56	20	13	24	13
37	5	5	7	7	10	61*	49	15	10	28	18
46	8	7	11	9	13	55	49	21	29	22	31
49	9	9	10	12	15	66*	55	19	16	35	31
59	13	9	11	13	21	73*	37	13	9	31	10
69	7	6	9	9	13	68*	58*	18	10	29	10
II. Developing Curriculum Content and Objectives											
5	17	10	20	27	46	69*	59*	24	20	35	14
21	15	13	34	23	18	83*	79*	27	33	39	21
25	10	7	22	13	17	57	51	17	28	22	17
26	27	13	40	33	39	65*	39	22	16	23	15
28	16	16	41	35	27	65*	66*	29	45	33	28
29	28	17	41	32	36	68*	44	27	37	33	30
32	9	8	25	19	18	47	45	14	27	17	14
47	9	9	18	20	16	62*	51	16	31	26	30
48	7	8	19	16	13	48	59*	10	19	25	16
58	18	16	30	23	22	67*	62*	32	35	34	23
III. Choosing Methods and Procedures of Instruction											
1	13	9	29	19	19	71*	78*	28	44	34	23
4	20	10	19	19	22	80*	31	15	12	27	11
6	14	10	23	18	19	77*	31	20	9	28	10
12	25	12	20	25	26	87*	43	21	14	28	13
17	9	8	32	23	26	55	40	20	13	20	13
20	21	17	32	27	23	81*	73*	30	29	39	22
22	19	16	31	26	18	80*	77*	27	34	44	27
24	22	17	30	24	23	84*	71*	25	28	43	22
31	15	10	26	17	13	75*	57	19	13	26	10
70	9	8	22	10	11	56	26	16	10	20	9
IV. Influencing Recruitment and Assignment of Students											
16	7	4	16	15	47	67*	53	22	16	22	9
19	9	9	27	42	29	59*	38	18	16	23	15
41	19	17	23	24	51	71*	56	34	32	33	24
42	19	17	23	25	52	66*	54	28	35	29	26
66	11	9	18	13	34	70*	52	29	23	26	20
V. Assisting in Post High School Placement of Students											
7	19	13	48	33	38	66*	57	27	40	34	22
8	18	13	51	37	41	59*	57	26	39	27	21
15	8	7	31	28	42	45	59*	21	10	16	12
34	8	7	21	14	30	66*	70*	15	21	27	14
60	14	13	36	30	25	56	49	24	48	31	33
68	15	13	37	33	34	59*	38	23	16	28	16

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.1/	Counter-role position2/						Other relevant positions3/				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
TRADE AND INDUSTRIAL5/											
VI. Establishing Working Conditions and Facilities											
13	13	9	26	20	27	70*	73*	27	20	33	20
23	7	5	16	11	12	73*	52	16	8	23	10
27	8	4	13	9	10	63*	26	9	5	24	5
38	24	16	23	20	25	72*	44	27	16	28	23
VII. Arranging Financial Matters											
2	16	14	16	13	16	67*	76*	33	22	41	21
9	3	3	8	9	5	62*	60*	9	9	25	13
36	5	5	8	5	5	68*	46	14	9	34	8
39	11	11	17	16	13	63*	57	21	17	36	21
61	3	3	3	4	5	53	56	10	5	24	5
VIII. Relating Generally with Local and State Administration											
10	7	5	7	7	9	73*	42	15	7	30	9
11	3	3	5	4	7	58	63*	16	4	20	6
14	6	5	5	7	13	63*	54	16	5	30	8
43	9	10	11	13	11	67*	47	30	19	37	21
44	6	7	13	14	16	68*	36	19	13	25	13
45	2	4	6	9	7	57	52	19	6	20	5
65	4	33	5	4	3	31	73*	16	5	16	5
IX. Developing the Image of Vocational Education											
3	13	12	24	20	20	68*	59*	23	36	41	39
33	32	18	23	23	29	73*	48	34	20	33	25
40	7	7	8	12	9	70*	52	16	16	34	37
50	34	31	41	38	33	83*	70*	44	34	59*	35
52	19	19	34	25	25	77*	55	28	23	34	29
57	20	20	26	24	25	77*	64*	46	27	41	38
62	22	20	22	22	23	73*	47	26	22	55	25
63	12	9	16	13	16	66*	55	23	15	31	19
64	15	15	21	18	22	72*	53	25	28	33	38
67	3	2	2	3	2	34	16	10	6	16	13
X. Seeking In-service Professional Development											
51	17	16	22	18	23	76*	63*	26	20	40	19
53	22	17	23	23	21	78*	71*	29	23	45	21
54	19	17	27	22	22	72*	77*	27	23	40	20
55	11	9	13	10	22	66*	52	18	9	25	9
56	23	17	18	17	23	80*	62*	34	19	38	20

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.[1]	Counter-role position[2]						Other relevant positions[3]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
TECHNICAL EDUCATION[6]											
I. Seeking Advice in Curriculum Orientation											
18	9	9	9	55	27	27	45	18	18	18	36
30	0	-	9	9	9	36	73	9	9	18	9
35	9	9	18	27	18	64	55	9	27	55	27
37	-	-	-	18	-	27	45	9	18	27	18
46	9	18	18	27	36	55	55	18	45	27	27
49	9	9	9	27	9	45	36	27	18	18	45
59	9	9	18	27	27	64	55	18	18	18	18
69	27	27	27	36	27	91*	64	27	27	-	36
II. Developing Curriculum Content and Objectives											
5	-	-	9	36	-	18	36	9	18	9	27
21	27	27	64	55	45	100*	100*	36	45	55	36
25	-	-	9	9	-	27	45	9	36	18	18
26	18	18	55	45	55	73	36	27	18	36	27
28	18	18	27	64	18	55	73	18	45	27	45
29	36	27	55	64	45	64	64	45	55	27	36
32	-	-	9	9	-	-	45	9	-	-	18
47	9	2	18	27	18	45	55	27	45	18	18
48	-	-	9	27	9	-	91*	27	18	9	18
58	27	27	55	36	27	64	82*	45	55	27	36
III. Choosing Methods and Procedures of Instruction											
1	-	-	36	9	-	82*	82*	27	55	36	18
4	9	9	27	36	36	73	27	9	18	36	-
6	36	18	27	27	18	55	9	9	9	27	9
12	36	18	36	55	55	82*	73	36	27	36	36
17	9	9	36	18	9	36	45	27	9	27	9
20	27	18	64	55	36	91*	100*	45	55	73	36
22	18	18	45	55	18	64	91*	45	55	27	45
24	27	-	36	55	36	100*	73	45	45	55	36
31	9	9	9	18	9	91*	55	9	9	45	18
70	9	9	-	9	-	27	18	9	9	18	9
IV. Influencing Recruitment and Assignment of Students											
16	18	-	18	36	64	64	73	27	27	27	27
19	-	-	36	64	45	36	64	18	27	18	18
41	9	9	18	18	36	64	100*	27	45	18	27
42	36	18	36	36	45	64	73	45	55	27	36
66	-		9	18	36	55	64	27	9	18	36
V. Assisting in Post High School Placement of Students											
7	36	27	73	55	55	64	45	36	73	27	36
8	27	27	73	64	55	55	45	27	73	27	64
15	18	9	36	27	55	45	55	36	18	18	27
34	9	9	18	36	36	45	82*	9	45	27	55
60	9	9	45	55	27	45	55	27	55	27	27
68	45	45	55	45	55	55	55	55	55	55	45

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.[1]	Counter-role position[2]						Other relevant positions[3]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
TECHNICAL EDUCATION [6]											
VI. Establishing Working Conditions and Facilities											
13	18	9	27	27	36	64	100*	55	18	45	27
23	9	9	9	27	18	55	55	36	9	27	9
27	-	-	-	-	-	45	36	-	-	9	-
38	18	18	27	27	18	91*	82*	18	18	45	18
VII. Arranging Financial Matters											
2	18	18	18	18	18	55	73	27	18	55	45
9	-	-	-	8	-	55	73	9	18	36	27
36	18	9	9	18	9	64	64	18	18	45	18
39	9	9	18	27	18	64	82*	9	27	36	36
61	-	-	-	18	-	27	64	9	9	18	9
VIII. Relating Generally with Local and State Administration											
10	9	9	9	9	18	91*	45	9	9	45	18
11	-	-	-	-	-	55	73	-	9	18	18
14	-	-	-	9	-	73	45	9	18	27	18
43	9	9	27	27	9	64	55	18	18	27	18
44	9	9	27	27	18	64	64	9	18	27	18
45	-	-	9	18	9	45	45	-	9	18	29
65	-	-	-	-	-	36	55	9	-	18	-
IX. Developing the Image of Vocational Education											
3	18	9	18	36	9	73	73	27	55	45	64
33	45	27	18	27	18	73	45	18	27	45	18
40	9	9	18	18	18	82*	64	18	45	27	36
50	45	45	73	73	45	91*	82*	45	45	91*	64
52	18	18	36	36	18	64	64	36	36	45	45
57	36	27	45	45	36	82*	82*	64	45	45	55
62	18	18	27	36	27	91*	64	18	27	55	36
63	27	27	36	27	27	45	45	36	36	27	27
64	18	18	36	18	18	73	73	27	36	36	27
67	-	-	-	-	-	27	18	9	9	9	9
X. Seeking In-service Professional Development											
51	36	36	36	36	36	91*	82*	36	36	64	36
53	9	9	27	27	18	82*	91*	18	27	55	27
54	9	9	27	36	18	64	91*	18	18	45	18
55	-	-	-	18	18	36	64	9	9	36	9
56	18	9	9	18	9	91*	91*	27	18	18	18

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.[1]	Counter-role position[2]						Other relevant positions[3]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
DISTRIBUTIVE EDUCATION[7]											
I. Seeking Advice in Curriculum Orientation											
18	16	12	28	68	28	64	52	24	20	24	20
30	12	8	12	12	12	72*	88*	24	24	48	20
35	4	4	16	16	16	92*	64	20	20	52	16
37	4	4	4	4	12	64	48	4	4	36	16
46	12	12	28	24	20	68	64	24	48	44	40
49	8	8	12	16	16	68	60	24	20	52	40
59	12	4	24	24	20	80*	60	16	16	48	20
69	8	4	16	16	12	60	96*	20	20	36	20
II. Developing Curriculum Content and Objectives											
5	28	12	40	32	68	60	52	16	20	28	16
21	32	28	64	56	40	96*	92*	44	64	60	44
25	16	16	40	44	28	72*	68	32	52	40	28
26	32	24	72*	60	56	72*	56	36	44	44	32
28	24	24	56	56	44	84*	72*	28	52	44	40
29	32	24	68	60	52	80*	72*	36	48	52	40
32	12	16	44	36	32	68	64	24	44	28	32
47	4	4	16	16	12	68	60	12	36	28	40
48	4	4	16	8	8	56	64	8	16	16	32
58	24	28	40	32	36	88*	84*	44	52	48	36
III. Choosing Methods and Procedures of Instruction											
1	12	12	60	40	32	84*	92*	32	64	52	44
4	36	28	44	52	36	88*	52	36	36	48	28
6	40	28	44	44	44	80*	36	36	20	32	24
12	44	24	48	64	44	88*	52	36	40	40	28
17	20	20	60	56	44	64	60	20	32	28	16
20	32	24	68	60	36	96*	88*	40	60	56	44
22	32	28	64	64	40	88*	96*	40	60	64	44
24	36	24	60	60	40	96*	84*	40	56	64	44
31	12	8	40	24	24	96*	76*	20	24	40	24
70	12	4	24	12	12	48	20	12	12	16	12
IV. Influencing Recruitment and Assignment of Students											
16	20	20	32	40	36	68	76*	40	52	32	28
19	12	12	48	72*	32	76*	60	20	28	24	24
41	16	16	40	36	52	80*	84*	32	36	40	28
42	12	8	36	36	32	64	60	32	52	28	40
66	4	4	32	20	48	72*	72*	20	28	48	20
V. Assisting in Post High School Placement of Students											
7	28	28	80*	64	52	68	72*	32	60	52	44
8	28	28	88*	68	64	68	72*	36	56	56	44
15	16	12	64	44	56	48	72*	32	16	24	16
34	12	12	24	16	32	76*	96*	24	28	28	32
60	12	12	48	40	24	68	68	20	60	40	32
68	20	20	52	48	60	68	52	24	40	40	28

APPENDIX D: (CONTINUED)

Teacher type, content category and item no.[1]	Counter-role position[2]						Other relevant positions[3]				
	NVT	NVS	VS	Par	C	Adm	SBP	OVT	Emp	SB	CG
DISTRIBUTIVE EDUCATION[7]											
VI. Establishing Working Conditions and Facilities											
13	12	8	36	24	32	72*	72*	24	28	32	12
23	8	4	36	12	12	64	72*	20	20	32	16
27	16	12	16	12	12	72*	28	8	8	48	8
38	44	20	40	32	28	68	56	32	28	36	32
VII. Arranging Financial Matters											
2	12	12	16	16	20	72*	88*	52	16	56	20
9	4	4	12	28	8	68	80*	16	28	44	24
36	8	4	12	8	8	56	56	24	8	36	12
39	8	8	20	20	16	76*	60	32	20	56	28
61	4	4	8	8	8	64	84*	12	8	44	12
VIII. Relating Generally with Local and State Administration											
10	8	8	8	16	12	88*	60	16	16	60	16
11	4	4	8	12	4	84*	60	16	12	28	8
14	4	4	8	12	8	76*	64	12	12	48	8
43	12	12	28	28	24	80*	60	36	28	44	28
44	4	4	20	16	12	76*	48	16	20	40	16
45	4	4	12	8	8	52	72*	20	12	32	16
65	8	4	4	4	4	20	88*	12	4	20	8
IX. Developing the Image of Vocational Education											
3	20	12	56	40	36	92*	96*	40	56	64	60
33	56	28	32	36	44	72*	76*	40	32	60	36
40	8	8	12	12	12	76*	72*	16	24	56	48
50	64	56	64	60	64	92*	88*	68	68	76	56
52	12	12	52	40	20	68	84*	24	28	36	28
57	36	40	64	48	44	80*	88*	64	48	72*	56
62	20	24	28	24	24	80*	68	32	24	68	28
63	32	28	44	36	36	72*	92*	40	36	64	48
64	16	20	40	40	28	72*	64	28	44	44	56
67	16	12	20	16	16	56	52	20	40	40	48
X. Seeking In-service Professional Development											
51	36	36	48	40	48	96*	96*	48	44	68	48
53	24	28	48	40	28	84*	92*	32	32	72*	36
54	28	28	44	40	32	84*	96*	36	40	76*	40
55	12	16	36	28	32	68	72*	24	20	48	24
56	24	16	24	20	20	84*	80*	32	24	60	28

(Footnotes for Appendix D are on the following page)

Footnotes for Appendix D

1/ Items are the same as those shown in Appendix A.

2/ Counter-role positions are: NVT, non-vocational teacher; NVS, non-vocational student; VS, vocational student; Par, parent; C, counselor; Adm, administrator.

3/ Other relevant positions are: SBP, State Board personnel; OVT, other vocational teachers; Emp, employers; SB, school board; CG, community groups.

4/ n=61 Vocational Agriculture teachers; 61 percent required for significance.

5/ n=128 Trade and Industrial teachers; 57.5 percent required for significance.

6/ n=11 Technical Education teachers; 82 percent required for significance.

7/ n=25 Distributive Education teachers; 72 percent required for significance.

APPENDIX E: MEAN RESPONSES TO VOCATIONAL TEACHER SATISFACTION INVENTORY ITEMS, BY TYPE OF VOCATIONAL TEACHER

APPENDIX E: MEAN RESPONSES TO VOCATIONAL TEACHER SATISFACTION INVENTORY ITEMS, BY TYPE OF VOCATIONAL TEACHER

(All values are mean responses on a six-point scale; lower values indicate higher satisfaction)

VTS Items	Type of vocational teacher			
	Vo.Ag.	T&I	Tech. Ed.	D.E.
1. The content of textbooks available for teaching my courses.	3.4	3.2	3.4	2.2
2. The course outlines or guides by which I teach.	2.4	2.5	2.8	2.2
3. The amount of practical experiences my students get while taking a vocational course.	2.7	2.4	3.1	2.3
4. The amount my students learn in taking a vocational course.	2.7	2.9	2.8	2.3
5. The kind of discipline enforced at my school.	2.3	2.8	2.6	2.2
6. The kind of discipline I use with students in my classes.	1.9	2.2	2.7	2.2
7. The general level of ability of the students in my classes.	3.0	3.7	3.5	2.9
8. The number of students enrolled in my classes.	2.5	2.7	2.8	2.3
9. The academic course background of students enrolled in my classes.	3.0	3.7	3.7	3.1
10. The amount of money available for my program.	3.3	3.3	3.3	2.6
11. The procedures for developing budgets for my program.	3.5	3.3	3.8	2.7
12. The amount of freedom I have in expressing opinions about vocational education problems.	1.9	2.1	2.8	1.9

APPENDIX E: CONTINUED

VTS Items	Type of vocational teacher			
	Vo.Ag.	T&I	Tech. Ed.	D.E.
13. The amount of freedom I have to conduct my courses as I see fit.	1.5	1.6	1.7	1.6
14. The quality of materials and equipment abailable for my program	2.8	2.5	3.3	2.7
15. The amount of materials and equipment abailable for my program.	3.2	2.7	3.5	2.6
16. The adequacy of space assigned for use in my program	3.8	3.3	3.5	2.5
17. The location of the classroom I use in relation to other school classrooms.	2.8	2.5	3.5	2.0
18. The extent to which my state supervisor and local administrator are in agreement as to the number of competitive activities my students should enter.	2.0	2.0	2.4	1.7
19. The amount of success my students have had in competitive activities during the last year.	2.8	2.6	2.2	2.5
20. The amount of time I am expected to spend on extra curricular activities not related to vocational education.	2.8	2.9	4.1	2.4
21. Limits placed on the number of vocational training related contests, field trips or activities in which my students can participate.	2.3	2.3	2.8	1.9
22. The operation of state vocational teacher associations to which vocational teachers in my field may belong.	2.0	2.4	2.8	2.4
23. The operation of national vocational teacher associations to which vocational teachers in my field may belong.	2.4	2.3	2.8	2.1

APPENDIX E: CONTINUED

VTS Items	Type of vocational teacher			
	Vo.Ag.	T&I	Tech. Ed.	D.E.
24. The policy of expecting vocational teachers in my field to teach adult classes.	2.6	2.5	2.8	2.2
25. The amount of interest people in my community generally have concerning adult classes in my field.	3.1	3.1	3.6	3.9
26. The amount of interest people in my community generally have concerning my field of vocational education.	2.5	2.8	3.2	2.1
27. The extent to which I am expected to participate in local civic functions.	2.1	2.2	3.1	2.0
28. The extent to which I am expected to meet with local groups because I am a vocational teacher.	2.1	2.2	3.1	1.8
29. The relationships I generally have with fellow vocational teachers in my field in the state.	1.6	1.6	2.2	1.4
30. The relationships I generally have with non-vocational teachers in my school.	1.9	1.7	2.0	1.6
31. The relationships I generally have with my local school administration.	1.8	1.7	2.3	1.4
32. The relationships I generally have with vocational teachers in the state who are not in my field.	2.1	1.9	2.4	1.8
33. The relationships I generally have with state office personnel.	1.7	1.7	2.4	1.4
34. The relationships I generally have with counselors in my school.	2.0	2.4	2.6	2.2

APPENDIX E: (CONTINUED)

VTS Items	Type of vocational teacher			
	Vo.Ag.	T&I	Tech. Ed.	D.E.
35. The extent to which my job does not interfere with my private life and that of my family.	3.2	2.1	3.9	2.3
36. The general level of morale among teachers in my field of vocational education in this state.	2.2	2.4	2.6	2.2
37. The ability level of new teachers entering my field of vocational education.	2.3	2.6	2.9	2.2
38. The adequacy of pre-service training offered prospective or potential teachers in my field of vocational education.	2.6	2.9	3.0	2.4
39. The adequacy of additional training being offered to persons already teaching in my field of vocational education.	2.4	2.7	4.0	2.6
40. The prestige generally given high school teachers in my community.	2.7	2.8	3.6	2.9
41. The prestige generally given my particular job by non-vocational teachers.	2.6	2.9	3.4	2.9
42. The prestige generally given my particular job by school administrators.	2.3	2.5	3.3	1.8
43. The prestige generally given my particular job by counselors.	2.7	3.0	3.1	2.5
44. The prestige generally given my particular job by the general public.	2.0	2.5	3.5	2.4
45. The prestige generally given my particular job by non-vocational students in my school.	2.7	2.8	3.4	2.6

APPENDIX E: (CONTINUED)

VTS Items	Type of vocational teacher			
	Vo.Ag.	T&I	Tech. Ed.	D.E.
46. The length of my average working day.	3.2	2.4	4.0	2.4
47. The fairness of the salary I receive relative to that of non-vocational teachers in my school.	2.2	2.4	3.7	1.9
48. The fairness of the salary I receive relative to other vocational education teachers in my field in this state.	2.0	2.2	3.3	2.2
49. The number of months I work per year.	1.6	2.0	2.3	1.8
50. The type of supervision I receive from state office personnel	1.9	2.0	2.7	1.9
51. The opportunities for advancement I have as a vocational teacher in this state.	2.9	3.1	3.3	2.5
52. The type of supervision I receive from my local administration.	2.1	2.1	2.8	1.7
53. The way in which personnel handling counseling functions in my school generally deal with vocational education students in my field.	2.6	3.4	3.8	2.8
54. The adequacy and thoroughness with which my obligations to the state office are spelled out.	1.9	2.1	3.2	1.9
55. The adequacy and thoroughness with which my obligations to the local school administration are spelled out.	1.9	2.0	2.6	1.8
56. The extent to which I can feel that my point of view will be given adequate consideration in policy making decisions by the *local school board.*	2.4	2.7	4.0	2.6

APPENDIX E: (CONTINUED)

VTS Items	Type of vocational teacher Vo.Ag.	 T&I	 Tech. Ed.	 D.E.
57. The "image" of my field of vocational education in my community.	2.3	2.5	2.8	2.4
58. The "image" of my field of vocational education in my school.	2.3	2.5	2.8	2.4
59. The "image" of vocational education generally in my community.	2.2	2.5	3.7	2.7
60. The "image" of vocational education generally in my school.	2.4	2.8	3.4	3.0
61. The extent to which the location of my classes, etc., permits me sufficient opportunity to interact with non-vocational teachers.	2.3	2.6	3.3	1.6
62. The extent to which non-vocational teachers are willing to consider vocational teachers in my field as regular high school teachers rather than as a separate group.	2.4	2.5	3.1	2.2
63. The extent to which non-vocational teachers are willing to consider vocational teachers generally as regular high school teachers rather than as a separate group.	2.3	2.6	3.3	2.3
64. The amount of job security I have as a vocational teacher.	2.4	2.3	2.3	1.7
65. The extent to which I am kept informed on important matters related to my field of vocational education.	2.2	2.1	3.2	1.9
66. The extent to which I am kept informed on important matters related to vocational education generally.	2.0	2.0	3.0	2.0